

**Empowering public secondary school principals to perform instructional leadership roles in the Amhara region, Ethiopia**

by

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## **DEDICATION**

THIS WORK IS DEDICATED TO THE MEMORY OF THE HEROES WHO SACRIFICED  
THEIR LIVES FOR JUSTICE AND FREEDOM OF ETHIOPIANS.

## DECLARATION

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Exact wording of the title of the thesis as appearing on the copies submitted for examination:

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I declare that the above thesis is my own work and that all the sources that I have used or quoted have been indicated and acknowledged by means of complete references.



18-01-2018

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## **LIST OF ACRONYMS/ABBREVIATIONS**

AED	Academy for Educational Development
ARSE	Amhara Regional State of Ethiopia
CPD	Continuous professional Development
ESDP	Education Sector Development Programme
GEQIP	General Education Quality Improvement Package
GSE	General Secondary Education
GTP	Growth and Transformation Plan
ICDR	Institute for Curriculum Development and Research
IIEP	International Institute for Educational Planning
LEBQ	Leader Empowering Behaviour Questionnaire
MDG	Millennium Development Goal
MOE	Ministry of Education
MMR	Mixed Methods Research
OECD	Organization for Economic Cooperation and Development
OCPTPSD	Owners of Core Process of Teachers, Principals and Supervisors Development
PTA	Parent-Teacher Association
PSSP	Public Secondary School Principals
REB	Regional Education Bureau
SSA	Sub-Saharan Africa

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## ABSTRACT

*This Thesis draws on mixed methods survey research conducted to examine how public secondary school principals can be empowered to perform instructional leadership roles in the Amhara region, Ethiopia. This approach allows for the concurrent analysis of quantitative and qualitative data. The study relies on related literature review along with primary data collected through questionnaires and semi-structured interviews. The units of analysis were 358 teachers and 76 principals for quantitative data as well as 6 head principals and 12 owners of core processes for teachers, principal, and supervisors development (OCPTPSD) for qualitative data. These subjects were selected on the basis of inclusion criteria to make them eligible subjects. Therefore, 378 eligible teachers 92 principals who matched the selection criteria were identified by the researcher. Teachers and principals were selected using random and convenience sampling methods respectively for quantitative data as well as 6 head principals and 12 OCPTPD were selected through available sampling techniques for the qualitative informants. Detailed reviewing of related literature to give profound insights about the research problems and objectives, a structured questionnaire made up of categorical and scaled questions and the semi-structured interviews widely used supplement and extend our knowledge about individual thoughts, feelings and behaviours, meanings, and interpretations obtained from quantitative data were included as tools of data collection. While quantitative data were analysed using the Statistical Package for Social Science (SPSS), Version 20, qualitative data were analysed using verbatim transcripts. The results gained from quantitative and qualitative data were integrated and interpreted using nested or concurrent transformative procedures. This study identified that principals credited much of their empowerment to access for resources and support from supervisors, they also attributed much of their perceptions to themselves. Empowerment is a very significant tool in promoting principals' performance thereby improving overall school performance. Measures of structural empowerment; psychological empowerment; and leadership behaviour have significant relationships with effective instructional leadership role performance of principals. Inadequate top management support, lack of awareness, absence of clear regulations on ways and tools of empowerment and insufficient funds, undue interference of top leaders, intimidation of principals and promoting unnecessary reshuffle of school principals were identified as major challenges of empowering PSSP in the ARSE. From the*

*dimensions of structural empowerment (access to support and opportunity for resources); psychological empowerment (meaning); and leadership behaviour (delegation of authority, skill development, and coaching for innovative performance) were found to be significant predictors of empowerment. It was also identified that principals experience more empowered when they have more sociopolitical support from top management, subordinates, peers, superiors and even customers. The researcher recommended that principals required professional freedom to effectively perform instructional leadership roles. If this is not to be happened, the principal feels unhappy and returns to his or her old ways of working. Therefore, policy makers are required to formulate and implement empowerment process model for principals of public secondary schools so that this study challenges all leaders to rethink on how they can empower school principals to effectively perform instructional leadership roles in the region.*

**Key words:** Empowerment, Instructional leadership, Performance, Principals, Public, Role and Secondary schools.

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## **CHAPTER ONE**

### **1. INTRODUCTION AND ORIENTATION TO THE STUDY**

#### **1.1 INTRODUCTION**

Though today's organisations have adopted some kind of empowerment initiative for at least part of their workforce, there has been little research to identify the practice of empowering public secondary school principals in Ethiopia. The aim of this thesis is thus, to examine how public secondary school principals (PSSP) can be empowered to perform their instructional leadership roles more effectively in the Amhara regional state of Ethiopia (ARSE). In researching this question with principals, teachers and owners of core processes of teachers, principals and supervisors development (OCPTPSD), the thesis aims to support school principals in becoming more aware of their perceptions and practices on instructional leadership, with particular reference to the possibilities offered by instructional leadership to positively influence teaching and learning. The outcome of the thesis is hopefully providing useful insights to advance instructional leadership practices in the ARSE settings.

Principals' empowerment is a prerequisite for providing quality education at the level of the secondary school. McCay (2001) confirms that, today's argument on empowerment among educators has been focused on principal empowerment. Many authors (e.g. Day et al., 2010; Hallinger, 2003; Leithwood et al., 2006; MacBeath & Cheng, 2008; Mulford & Silins, 2003, 2009 quoted by Hallinger, 2010) stated that leadership for learning pronounces methods used by school principals to effect a variety of significant school outcomes with a particular focus on student learning. However, while there is little disagreement about the vital role played by school principals in most countries, limited attention has been given to providing principals with the opportunity and support needed to become more autonomous and empowered in assuming their professional responsibilities (Maxfield & Flumerfelt, 2009).

This introductory chapter outlines the background and orientation to the study by introducing the reader to the subject of empowering PSSPs to perform their instructional leadership roles more effectively in the ARSE. It places the research topic in the context of the current situation of principals in public secondary schools in the ARSE and outlines some of the reasons the research

is relevant at this time. It also sets the foundation for this study by explaining the research problems, the aims and objectives of the study, the significance and contribution of the study, the conceptual frameworks, scope and limitations of the study, definition of key terms, the research methodology, reliability and validity of the research, ethical considerations and planning of the study.

## **1.2 BACKGROUND OF THE STUDY**

This study uses an extensive literature review and subsequent field studies to examine the extent of empowering PSSPs to perform their instructional leadership roles more effectively in ARSE. This is because of the fact that principals are currently challenged with a very fast growing demand for secondary education in Ethiopia as in most sub-Saharan Africa (SSA) countries: “Faster than for primary education and/or faster than in any other sub education systems followed by lack of professionalism and poor management of the school by the principals” (Mulkeen, Chapman, Dejaeghere, Leu, & Bryner, 2005, p. 34). This is verified by the Education Statistics Annual Abstract 2005 E.C. (2012/13), according to which there are 1,912 secondary (9-12) schools currently working and enrolling 1,900,735 students in the country (p. 40). The study is designed to enhance the knowledge and understanding of effective behaviours and competencies of principals in which leadership is broadly shared under the concept of empowerment.

One of the factors that motivated the researcher to deal with this problem is the information gained from summer programmeme students who have been recruited and enrolled in in-service training for secondary school principals in the Department of Educational Planning and Management of the University of Gondar. While discussing in the classroom on issues related to the roles of principals, these summer students frequently reflected complaints related to their disempowerments with special emphasis on inadequate preparation for the principal position and the insufficient authority that principals possess to make decisions in their respective schools. It is commonly said that little attention has been given to the preparation of principals who can lead schools in which leadership is distributed throughout the staff. Based on the information gained from principal-students and his own experiences, the researcher tends to confirm the prevalence

of the problem based as well on information that will be extracted from reviewed literature and empirical data. Accordingly, a preliminary literature review was conducted to assess the current works of scholars addressing the issues related to empowering public secondary school principals and the challenges associated with empowering PSSPs to perform their instructional leadership roles more effectively.

With regard to the importance of the literature review, Cunningham and Cordeiro (2009) state that it helps to clarify what is already known so that opinions, values and experiences can be communicated and shared. Therefore, studying a range of literature enables the researcher to identify the gaps in current knowledge and opinions about empowering public secondary school principals to perform instructional leadership roles. Instructional leadership constitutes those actions that principals take, or delegate to others, to promote growth in student learning. The importance of leadership from woreda/district to regional levels and/or in schools has led to a closer examination of the principal's role and a better understanding of what instructional leaders do (Blase & Blase, 2004; Hoyle, Bjork, Collier, & Glass, 2005).

Instructional leadership involves the strategic application of knowledge to solve context specific problems and to achieve the purposes of schooling through others. Although the problems that face instructional leaders are numerous and the contexts in which instructional leaders operate diverse, Day et al. (2010) have made the argument that effective instructional leadership can be essentially described in terms of eight broad dimensions: defining vision, values & direction; improving conditions for teaching & learning; redesigning and enriching the curriculum; restructuring the organisation: redesigning roles & responsibilities; enhancing teacher quality (including succession planning); building relationships outside the school community; enhancing teaching & learning; and building relationships inside the school community. These dimensions of effective instructional leadership are thoroughly discussed in chapter Three (see pp. 86-91, par. 3.4).

Thus, the opportunities gained from the empowerment of PSSPs are changes that build trust in schools, motivate them into taking risks for innovative decisions for school success, and promote teamwork for problem solving (Trus & Razbadauskas, 2011). Besides, Bernato, in Shah et al.,

(2014) states that instructional guidance is utilising national, state, and district standards by the school in planning and implementing instructional programmes. Today's school leaders are required to be social, political, and instructional leaders to be empowered and influential. This understanding helps them to see beyond the walls of schools to search for opportunities that bring a positive change at multiple levels (Short, Rinehart & Eckley, 1999).

The principal as the head of a school possesses a pivotal position that requires initiatives and skills for the day to day management of instructional processes. As a school leader, the principal must have foresight for effective, efficient and dynamic principles in handling matters between the school, staff and the host community.

Since schools are social organisations that can be managed by competent educational leader who has an ability to make a conducive school environment within which principals in the region are candidly fighting against challenges, acquire knowledge from fault, and increase significant, positive, and supportive comment regarding their effort, the possibility is augmented that principals are expected to develop an equivalent type of culture for the academic staff of their schools so that teachers in their part are able to perform the same in each of their teaching-learning activities (D'Auria in Bottoms & Fry (2009) .

An abundance of research suggests that effective school leaders are vital to promoting student outcomes of schools in many countries. Recognising this Abdulrasheed & Bello (2015, p. 2) claim that "leadership is a position of influencing and reputation accompanied by the ability to direct, motivate and encourage others in attaining an intended objective". It is commonly said that due to rapid changes in the world characterised by unending technological progression, the upcoming of the information society and globalisation, the inherent goal of schools and their role are changing correspondingly (Kim, Kim, Kim & Kim, 2006). The extent of the worth of school education as the basis for the existence and advancement of individuals as well as the public is increasingly stressed, raising the concern that the quality of secondary school education has become more cumbersome to school principals than ever.

Moreover, the role of instructional leadership is a high priority issue for many countries concerned with education these days. Bottoms and Fry (2009, p. 12) pinpoint how regions and

districts support principals effectively in that they “provide instructional coherence by establishing a vision of effective instructional practice; aligning curriculum, instruction and assessment to the vision and to state and national standards; and creating the context for meaningful learning experiences”. This is because secondary school principals play a key role in augmenting school achievements by persuading teachers through motivations and developing their capacities, as well as improving the school situation and setting. Researchers (e.g. Bottoms & Fry, 2009) confirm that, professionally developed and empowered school leaders are able to have practical skills, depth of knowledge and critical thinking in order to perform the instructional leadership role effectively within this complex global world.

Markley (1996, p. 6) emphasises the vital role of principals stating that “The principal is the principle, and everything flows from there”. As long as countries are striving to improve the results of students through quality education, school leadership is high on the desired quality of the teaching learning process. The worth of quality education is underscored by Wells cited in Sharma (2007, p. 37) that “The aim of education is to lift the mind out of blind alleys”. Raising the standards of learning that are achieved through school education is, therefore, an important priority for any country that pursues development. Mulkeen et al. (2005) further pronounce a common issue across countries that strong principals may be the most expensive and, possibly, the most critical components in establishing quality in secondary education and determining the effectiveness of the school system.

A principal in a school region is obligated to gain a working knowledge of the policies and procedures of the region, and must comprehend the culture of the region, and concurrently strengthen the culture of the school. The principal of the building is much like a CEO of that building. Schleicher (2012) confirms the indispensable role of principals that success in the context of school transformation and autonomy depends very much on effective instructional leaders of schools. This becomes possible when a school is led by an empowered principal who is provided with continuous professional development and proper support from educational leaders at all levels of the sector.



It is reaffirmed by Morales, Gonzalez, Mendoza, and Lopez, (2013) that, being a leader of the school, the principal changes his/her leadership style and handling of the staff so that he/she gets the school globally competitive. This implies that if there are no opportunities to empower principals, it is no longer possible to maintain the response time for making changes in the situation where instructional leadership is ready and efficient. That is why today many problems are facing schools that directly affect their outcomes. This is due to various problems that are rooted in the absence of empowered leadership that prevails in educational institutions.

Despite the fact that the principal is the most important individual to the success of schooling in Ethiopia, he/she is challenged by numerous problems such as lack of support, absence of incentives, lack of commitment and limited capacity, engaging much of his/her time in routine activities, failure to integrate implementation activities, weak collaboration of stakeholders and high expectation of parents (Lerra & Teka, 2014). This indicates that prevailing professional empowerment practice is not taking place in most schools because principals who already hold the position often complain that they lack the required skills and knowledge to carry out their instructional leadership roles effectively (Gordon, 2004). Thus, efficiency and effectiveness of schools are greatly challenged as a result of the problem of working conditions of instructional leaders that emanated from inadequate or very low continuous professional development with less autonomy to make managerial decisions in the role of instructional leadership (Bottom & Fry, 2009).

That is why the lack of focus on professional development for instructional leadership especially for public secondary school principals is blamed for having been given little consideration by the sector officials until recent times. Rather there has been a belief that extensive years of teaching experience is all that has been needed to be a successful school leader. Mulkeen et al. quoted Dadey and Harber (1991) to confirm the drawbacks of most SSA countries including Ethiopia in that:

*The weakness of most school leadership is often reinforced by the mechanisms for the selection of school principals. The dominant tradition has been to recruit from within the teaching profession, often as a reward for good performance, long*

*years of service, or ideological compatibility with the existing political orientation of government.* (2005, p. 54)

The revised Blue Print document of the Ministry of Education also shows that the absence of well established system and guideline for selection and assignment of principals caused for frequent turnover of secondary school principals. This in turn forced the MOE to design a remedial mechanism. Accordingly, secondary school principals are now supposed to have a master's degree in one of the school subjects and must have successfully taught for at least five years following the issuance of the Blue Print document (MOE, 2013). Nevertheless, though there are enormous expectations of school principals, many are poorly prepared and there is still not heavy investment in instruction-related professional learning for principals (Mulkeen et al., 2005).

Therefore, the embedded challenges of leadership related to current secondary school principals are pragmatic in both developed and developing countries though their causes may vary based on the situations of each country (Morales, et al., 2013). Bottom and Fry (2009), for example, stated that the efforts to promote positive changes in American schools still do not provide in many public school districts the working conditions that well-trained principals need to succeed. By the same token, a research in relation to secondary schools of Ethiopia revealed that lack of competent, committed, knowledgeable, experienced and skillful leaders as well as high interference of external bodies on school affairs are serious challenges for public secondary school principals in that they make principals disempowered to perform their instructional leadership roles more effectively (Panigrahi, 2013). So, if the value of effective leadership is obvious enough and secondary school conditions need to change dramatically, explaining and clarifying expectation is about public secondary school principals' empowerment (Bell, 2006).

Though the word 'empowerment' is relatively new in the literature on instructional leadership and is defined from different perspectives, it is a powerful concept in professional development of instructional leaders (Gordon, 2004). It is, therefore, defined as “ ‘the ability to confront oppression’, ‘a sense of efficacy’, ‘a positive identity’, ‘autonomy’, ‘participation in decision making’, ‘motivation’ and ‘recognising and maximising inherent strengths’ ” (Gordon, 2004, p.

11). The profound meaning of empowerment in this context is enabling secondary school principals to make decisions on their roles and responsibilities of instructional leadership.

Bell (2006) correspondingly describes empowerment from his perspective as a function of three components including a clear outcome, sufficient authority and resources, and adequate competence. According to Bell's definition, the instructional leadership role of a principal is to make sure that the outcome and the scope of the school are clear, to provide principals of public secondary schools with the authority and resources to carry out their tasks, and to make sure that the knowledge and skills and, even better, the talents of principals are there to do it. Still another inspirational definition is given by Mohrman (1993, p. 3) that, "empowerment is the sense of being able to make a difference in the attainment of individual, group, and organisational goals". Thus, empowerment is increasing the motivation and outcomes of all members of the school system through delegation and the transfer of power to all members of the teams as if they are partners to determine the success or failure of the school. Everyone who is assigned to lead the school should have power to make decisions which depend today on everyone taking into account all customers of educational services and which are cost effective, fast and flexible and that will improve schools continuously (Mohrman, 1993).

Empowerment is, moreover, credited by Shah et al. (2014) to play a vigorous role in leadership sciences for inspiring organisational members to achieve educational goals. It is about involving all school members in the decision making and planning process. Empowering PSSPs not only gives them authority but also makes them more responsible and they feel a sense of ownership and a commitment to the entire success of their schools (Shah et al., 2014). As it will be discussed in chapter two of the literature, scholars have already recognised the advantage of empowerment in education and how it enhances school leaders. The reviewed literature will also be helpful to recognise the factors contributing towards influencing or empowering school principals in addition to the empirical data since this study is about empowering PSSPs to perform their instructional leadership roles more effectively in ARSE.

The definitions of empowerment acknowledge that there is a strong alignment between the goal achievements of the schools as social organisations and the principals' autonomy to make self-

decisions so that empowerment has intrinsic value and it is relevant at the individual and collective levels (UNICEF, 2001). To attract and retain high quality public secondary school principals, officials of education at all levels of the sector must make it possible for principals and vice-principals achieve career and professional satisfaction, and experience intrinsic satisfactions of accomplishment and pride as well as extrinsic satisfactions in the form of rewards and recognition. The assertion is that educational authorities should try to adapt this management concept to achieve their goals and improve their operation in today's volatile environment (M Al sada, 2003).

Empowering PSSPs is, therefore, the major component to achieve both the principals and the school's goals. In fact, the concept of principal-empowerment as a leader of a social organisation requires that the principal's and the school's goals are aligned. Otherwise, individual school leaders will be empowered to do things that are not in the schools' interests; alternatively, principals as individuals will be empowered to do things in the school's interest but not motivated to do so because it is not in their own self-interest to do so (M Al sada, 2003).

It is clear that education cannot be an instrument par excellence for achieving national development where the secondary education is not effectively managed to achieve its intended objectives. In recognition of the key role in improving students learning and the changing nature of their jobs, Pont, Nusche and Moorman (2008, p. 1) underline that "the role of public secondary school leaders has changed radically as countries transform their education systems to prepare young people to function in today's world of rapid technological change, economic globalisation and increased migration and mobility". To perform such a demanding set of roles effectively, schools need to have leaders who are competent and more autonomous in their decision making and holding them more accountable for results (Pont et al., 2008). So that while educational demand increases and the instructional leadership role is central to the entire guidance of secondary schools, the principal is found to be crucial for optimum attainments of all admirations in terms of success and accountability in terms of "failure" (Timilehin, 2010).

Hence, since this study was intended to examine how PSSPs can be empowered to perform their instructional leadership roles more effectively in the ARSE, this mixed methods survey is

conducted based on the perceptions, opinions, and interpretations of public secondary school principals, teachers and owners of the core process for teachers', principals' and supervisors' development (the abbreviation OCPTPSD is equivalent to the title of department heads in the Ethiopian context) at woreda/district, zonal and regional levels. The significance of the correlation between the research problem and the researched subjects is well addressed by scholars of the field. Lincoln (2004) for example reports that there are people who make their own judgments using their own experientially rich knowledge rather than depending on others accurate figures and certain type of common circumstance. This enables teams or individual role player to perform on their own personal meaning formation and sensible knowledge construction process instead of own affirmation of arithmetical meticulousness. Such individuals are all the time preferring to publicly build them, situation based realism throughout simulated and superficially forced statistical representation of their certainty (cited in Yang, 2010).

According to Lincoln (2004) in Yang (2010) the importance of the consequences of actions based upon particular conceptions have greater value for understanding self-problems and their felt needs so that they will be able to suggest possible solutions rather than insisting upon antecedent phenomena. Furthermore, the principal is the one who has prior responsibility for the alignment of diverse practices and must be quick to respond to the felt needs of secondary schools regarding mounting learner achievement. This is reinforced by experts in the field from the conceptions of the principal's instructional leadership role: "The stimulation of pupils' academic performance is a continuing challenge for the principal. ...The principal is the coordinator of the learning environment and must demonstrate a commitment to pupil performance. This is because; the principals, teachers and the pupils are a learning team" (Cunningham & Cordeiro, 2009, pp. 146-147). Keeping these in mind, if instruction is the core of their profession, principals have a vigorous role to play in student achievement with regard to most aspects of school success (Mendels, 2012). Most of this is likely to be realised if the school principal is empowered. S/he will then effectively carry out the responsibility of providing vision, leadership and direction for the school so that it is managed and organised to meet its aims and targets.

In conclusion though principals play a vital role in setting the direction for successful schools, the existing work environment of public secondary school principal is characterised by numerous impediments. Consequently, if students do not acquire the required knowledge and skills due to the poor quality of education, Ethiopia will not be in a position to compete within a global economy. Such situations in turn, raise questions on how public secondary school principals can be empowered and what, if any, challenges are associated with empowering PSSPs to perform instructional leadership roles more effectively and in what ways do principals demonstrate instructional leadership roles in their respective schools.

These issues indicate that, no matter what roles and responsibilities public secondary school principals have, the review of literature shows that secondary school principals experience multiple challenges that disempowered them to execute their instructional leadership roles. From a different perspective, however, no models can predict all challenges that can appear along the way. This study attempts to contribute to the knowledge base by exploring the practice of empowering PSSPs to perform instructional leadership roles more effectively in ARSE. The study also examines the potential predictors for empowering PSSPs to perform their instructional leadership roles more effectively in ARSE. Therefore, this explanatory concurrent mixed design survey examines the extent of empowering public secondary school principals to perform their instructional leadership roles more effectively in Amhara region, Ethiopia. Hence, the outcome of this research was expected to indicate whether the above aspects are properly implemented or not covered, or if they are severely limited, it would be a sign that all stakeholders need to engage in empowering PSSPs.

### **1.3 STATEMENT OF THE PROBLEM**

Nobody denies that principals play the vital role in ensuring schools' effectiveness and performance as a centre of learning (Onderi & Makori, 2013). Recent researches have shown that the principal is the central important figure for the success of a secondary school (Cunningham & Cordeiro, 2009). However, there are disconnects between the principal's changing role and what demands his or her daily attention in terms of ensuring a safe environment to lead secondary schools.

It is reported that many countries, those concerned about the responsibility of principals are changing their perception about principals. Principals now days are overloaded with different activities. Therefore, talented applicants found to be reluctant to join principal's position for the reasons of overloaded responsibilities, inadequate training and preparation, restricted career prospects, and insufficient support and incentives (OECD, 2011).

Principals should be given the chance to be more creative and responsible at the same time. Awamleh (2013) affirms that there is significant correlation between the dimensions of empowerment and the performance of the instructional leadership role. Like other government employees, the performance of instructional leadership will significantly be improved when principals have autonomy, freedom and opportunities that make them empowered to influence decision making in their jobs or institutions (Awamleh, 2013). When an empowered candidate is engaged in the principalship position, an individual will likely be an important figure in the school, and in the community at large. As a high-profile individual, it is important for a principal to be seen as one who is committed to the school and district.

However, Onderi and Makori (2013) confirm that the scarcities principals face are compounded by the fact that they are not empowered to perform their instructional leadership roles and responsibilities as per the expectation of all stakeholders. At this point, a key question should be raised for authorities of the education sector, one which needs a concrete response, i.e. "How can governments support school leadership in empowering secondary school principals?" According to Bottoms and Fry (2009), regional governments need to be vital actors, not observers, in creating conducive work environment that empowers principals to work with ability to make powerful learning opportunities for all groups of learners. This means that the interactions among leaders at the bureau of education and secondary school principals can heighten or decline the principal's capacity to perform instructional leadership roles more effectively.

In the current world, many countries, including Ethiopia are believed by professionals to have quality education. However, the weekly news letter known as "Capital" reported that even though work is being done to expand access to education in Ethiopia, 58 percent of the

population remains illiterate. The problem doesn't end there. Though the numbers of those enrolled in primary and secondary schools are very high, "the education students receive remains of very low quality, making the increase in enrollment pointless" (Eskedar, 2012, p. 1). It was also stated that some of the key problems facing primary and secondary education in Ethiopia include lack of motivated teachers, lack of availability of teaching aids and learning facilities, and not enough training for teachers. However, circumventing the aforementioned problems alone is not enough to ensure quality education. Unfortunately, in the current situations of the country many schools face a serious shortage of empowered professional leaders; especially in public secondary school settings and this creates problems for delivering quality instruction.

Moreover, since the researcher used to be a member of the Amhara Education Bureau for a couple of years, there has been an opportunity to be familiar with the environments within which the principals are working. This has given the researcher an understanding of the plights that are common to a populous region in Ethiopia with a high demand for secondary education. The research done by Dea & Basha (2014) confirmed the challenges associated with public secondary school principals including lack of competence, engaging themselves with routine activities, failure to integrate activities, weak collaboration of stakeholders and high expectations of parents, all of which are identified as major barriers to principals' successful performances. It was further reported by Roul (2012) that the restricted power of principals, lack of experience, and lack of training are among deterring factors of the principals' instructional leadership role performance. It is obvious that tackling these challenges have significant links with the competence and empowerment of principals to perform their instructional leadership roles.

Hence, in order to fill such gaps, school principals should be knowledgeable, professionally and administratively competent, and resourceful so that they will be more autonomous and empowered to perform their instructional leadership roles more effectively. This is necessary to ensure that secondary school principals have the required capacity and motivation to make use of their professional responsibilities in the region. This study therefore, interests school principals and vice-principals, educational office administrators, school board trustees, and other researchers in order to have effective instructional leadership. The researcher explored how PSSPs can be empowered at all levels of the education system to perform instructional leadership



roles more effectively against the eight key dimensions of successful instructional leadership identified by Day et al., 2010.

Based on the results of the literature studied so far and the researcher's working experiences, the following major gaps were identified that this research should focus on. Hence, most principals:

- Have insufficient preparation, experience and training
- Lack competence,
- Engage themselves with routine activities,
- Fail to integrate instructional activities,
- Have weak collaboration with stakeholders and to the high expectation of parents
- Have restricted power to make decisions autonomously, and
- Lack opportunities for career prospects and support,

These are some of the key challenges in terms of empowering public secondary school principals to perform instructional leadership roles more effectively in the ARSE.

These malfunctions undoubtedly have significant associations with the absence of **empowerment opportunities** for principals that deprive them of the power to perform instructional leadership roles. In view of that, leadership theory suggests a stronger, positive relationship between empowerment and instructional leadership role performance. However, previous researchers (e.g. Awamleh, 2013) have called for more research to support such a link. This study responds to this call and thus fills an important void in the leadership literature. Based on the identified gaps, the following main research question was formulated for this investigation:

*How can public secondary school principals be empowered to perform instructional leadership roles in the Amhara region, Ethiopia?* For systematic and logical handling of the major research question the following five specific questions were formulated under three categories of sub-questions. Hence, the basic concepts of instructional leadership and empowerment are addressed in the literature review of this study and they focus on how the nature of leadership “practices” might be conceptualized and what intellectual resources are available to assist in such conceptualization. While conceptualising the notion of empowerment and instructional leadership in the literature review of this study, an inclusive understanding of the relationship

between empowerment and the effective role performance of instructional leadership was uncovered in the conceptual frameworks of the research.

As illustrated in the frameworks of this research, a relatively generic response is offered to this main question, suggesting that any comprehensive framework would include independent, dependent, and mediating categories of variables. So, this main problem leads now to the first two sub-questions of the research. These two sub-questions are:

- How can the concepts of ‘empowerment’ and ‘instructional leadership’ be conceptualised?
- What are the relationships among empowerment, leadership behaviour, and effectiveness in instructional leadership role performance of principals?

If the key features of public secondary school principals’ instructional leadership roles are seen to contribute positively to the school, then how are these features empowered and supported and how is instructional leadership capacity developed throughout the school? Believing that the moral purpose of school leadership is leading learning, the focus of the thesis is on empowering public secondary school principals to perform instructional leadership roles more effectively that enhance learning. If one accepts the evidence from the literature that effective schools have a collaborative culture, encourage the development of team work and develop instructional leadership throughout the school, the term ‘leadership for learning’ has come to incorporate features of instructional leadership (Mulford & Silins, 2009 cited in Hallinger, 2010; Heck & Hallinger, 2009; MacBeath & Cheng, 2008; Hallinger, 2003 and Marks & Printy, 2003). There is a need to provide insight into effective behaviours and competencies of building principals in which leadership is broadly shared under the concept of empowerment. This leads to the third sub-question being asked in this research:

- What empowering opportunities are needed by public secondary school principals at the regional, zonal and woreda education offices of the Amhara region, Ethiopia to perform instructional leadership roles?

A further reason for carrying out this research arises from concerns expressed by many public secondary school principals that they are finding it difficult and challenging to be

educational leaders. Their time seems to be dominated by issues of an administrative or managerial nature, necessitated by the current culture of compliance and accountability. While the principals' influence on student learning may be indirect, nonetheless the literature shows that their influence on the learning environment is significant and the school vision should be modeled in practice and interaction throughout the school community (Southworth, 2004 in Millward, Thompson, McLean, Engelbrecht & Padgett [nd]). In particular, their work with (and through) the teachers can have considerable implications for student learning.

Different leadership practices will have impact in different ways. The principal and/or vice-principal may set up structures that enable them to work together with others in the school. Through the vision and values articulated by the principals, they may be encouraged and empowered to be innovative and creative and to work collaboratively with teachers, colleagues, parents and other members of the school community. On the other hand, if there is no shared vision or no support from superintendents and other stakeholders for innovation or teamwork, then the potential for the development of instructional leadership throughout the school is likely to be diminished. This leads to the fourth and fifth sub-questions to be addressed in this thesis:

- What are the challenges and significant predictors for empowering PSSPs in the Amhara region, Ethiopia to perform their instructional leadership roles? The predictors to be examined will include structural empowerment, psychological empowerment, and leadership behaviour related to instructional leadership position.
- How can a principal's empowerment process framework/model be developed towards empowering principals to perform instructional leadership roles more effectively in the Amhara region, Ethiopia?

#### **1.4 AIMS AND OBJECTIVES OF THE STUDY**

The main objective of this study was *empowering public secondary school principals to perform instructional leadership roles in the Amhara region, Ethiopia*. This main objective can be divided into the following sub-aims of the study:

- To conceptualise the concepts of 'instructional leadership' and 'empowerment' (to be addressed in Chapter Two of the literature study).

- To establish the relationships among empowerment (independent variable), leadership behaviour (mediating variable), and effectiveness in instructional leadership role performance of principals (dependent variable (to be addressed in both the frameworks of the research and as part of the empirical study)).
- To determine which empowering opportunities are needed by public secondary school principals to perform their instructional leadership roles at the regional, zone and woreda education offices in the Amhara region, Ethiopia (to be addressed as part of the empirical research).
- To find out the significant predictors for empowering PSSPs in the Amhara region, Ethiopia to perform their instructional leadership roles? (to be determined in the empirical study).
- To determine a principal's empowerment process framework/model to be developed towards empowering principals to perform instructional leadership roles in the Amhara region, Ethiopia (to be presented in the final chapter as unique outcome and the contribution of the study).

### **1.5 SIGNIFICANCE AND CONTRIBUTION OF THE STUDY**

Lovitts and Wert (2009, p. 5) describe the significance of a study as a substantial contribution of something that is valuable and will have an effect so that it:

- offers a nontrivial to a very important breakthrough at the empirical, conceptual, theoretical, or policy level;
- is useful and will have an impact;
- causes those inside, and possibly those outside, the community to see things differently;
- influences the conversation, research, and teaching;
- has implications for and advances in the field, the discipline, other disciplines, or society.

They go on to suggest that the significance of a study can be categorised into various degrees at the highest level such as, the significance is a function of the field's long-term interest in the problem, the difficulty involved in solving the problem, the influence of the results on further developments in the field, as well as the degree to which the results affect other fields, disciplines, and even society.

Creswell (2009) on his side suggests that, the purpose of describing the significance of the study is to convey the importance of the problem to the relevant audiences that may profit from reading and using the study. Accordingly, as more audiences benefit through realising the importance of the study, the possibility of the application of the study by the readers will be increased.

Three among many groups who use and value research are identified as the target audience for the study, namely: secondary school principals, staff at universities, and education leaders at various levels. The importance of the current research study shows a strong relationship and correlation with the three most important reasons for conducting research as proposed by Creswell (2009):

- Research adds to knowledge.
- Research improves practice.
- Research helps to improve policy.

#### **1.5.1 Research adds to our knowledge base**

The aim of the present research study is to investigate the issue and problems related to empowering PSSPs to perform their instructional leadership roles more effectively. The results and data obtained from this study can contribute to the strategy of empowering PSSPs and the system of identifying challenges associated with empowering PSSPs in performing instructional leadership roles. Potential solutions to problems related to empowering PSSPs to perform instructional leadership practices can emerge from this research.

The empowering of PSSPs to perform their instructional leadership roles has been identified as topics of concern in the field of educational leadership across the globe. The literature review provides evidence that indicates the strategies of empowering public secondary school principals and identifying influencing factors associated with empowering PSSPs to perform instructional leadership roles have not been adequately and sufficiently researched in comparison to other topics related to the field of educational leadership and management practices. Researches on the instructional leadership behaviour of the principals and the ways that secondary school principals demonstrate their instructional leadership roles are inadequate (Mulkeen et al., 2005).

This study has the potential to fill a void in the knowledge base and research regarding secondary school principals' effectiveness and their leadership behaviour related to their respective instructional leadership roles. Little information exists to support PSSPs in the ARSE to be empowered to perform their instructional leadership roles more effectively. Furthermore, the results can contribute to the existing body of literature about empowering PSSPs to perform their instructional leadership roles more effectively that work or suggest improved instructional leadership practices that other principals can implement in other schools. Ultimately the study can add to the existing knowledge by increasing the audiences' understanding and knowledge base of the topic under investigation (Creswell, 2009).

### **1.5.2 Research improves practice**

The researcher's personal instructional leadership skill can be improved through conducting this research study. The research will broaden his existing knowledge base and develop a deeper understanding regarding strategies of empowering public secondary school principals. The results from this study can also influence the professional practices' of various professional groups in the field of educational management and leadership that include:

- Educational managers working at the MOE, REB and Woreda/district education offices will have insights about how school leaders need to improve their effectiveness in performing instructional leadership roles.
- Principals responsible for leading and managing instructional roles in public secondary schools.
- Educational experts and supervisors employed by the education sector at all levels.
- Faculty members at universities and colleges responsible for preparing and delivering training programmes in educational leadership in general and instructional leadership in particular.
- Students pursuing their further education in the field of education management and leadership.

Managers and/or principals who are tasked with the management and leadership of education in general and instructional leadership in particular employed by the MOE, REB and woreda education offices or other organisations will be exposed to relevant and informative ideas and

evidence-based practices that have emerged from the primary data sources of the research. This first-hand information and the evidence based practices derived from the research findings can be integrated into their managerial practices or used to evaluate their current instructional leadership practices and approaches. The results from the study will provide principals with another set of data that can be evaluated or help them establish connections with other professionals in the field of educational leadership, and add to their existing knowledge data base relating to the principals' instructional leadership role and challenges faced by principals in performing their instructional leadership roles more effectively.

### **1.5.3 Research helps improve policy**

A new management model/framework, to empower the instructional practice of public secondary school principals employed by the education sector was developed in the current study. The research data provides valuable, relevant and contemporary information regarding effective instructional leadership practice that influences the performance of public secondary school principals and policy makers in the ARSE and elsewhere in the country or abroad. In the Ethiopian context, while members of the House of People's Representatives at the federal level and members of the regional council are the main policy makers, the executives, managers and workers of sector ministries and regional bureaus, as well as local board of trustee members, and local administrators are known as the implementers of the policies.

The study yielded data to develop an empowerment strategy model and framework that may be used in the education sector to positively influence public secondary school principals working for the ARSE. These findings may also be informative to educators and policy makers in the ARSE and in other administrative zones and regional states of the country. The findings may resonate with other educators and researchers as they examine instructional leadership.

## **1.6 CONCEPTUAL FRAMEWORKS FOR THE STUDY**

It is important for researchers and practitioners to understand variables that may affect the performance of the instructional leadership role. Some potential variables that may impact the performance of the instructional leadership roles include structural empowerment, psychological empowerment and leadership behaviours. These constructs will be described further in the

theoretical chapters. The structural empowerment theory by Kanter (1993) and the psychological empowerment theory by Spreitzer (1995) are discussed in detail in chapter two of the theoretical study which seeks to answer the first 2 research sub-questions. These include how can the concepts 'empowerment' and 'instructional leadership' be conceptualised? And what are the relationships among empowerment, leadership behaviour, and effectiveness in instructional leadership role performance of principals? (See par. 2.2, 2.3 & 2.4, pp. 39-66).

Besides, the Model of Empowered Leadership Behaviour by Konczak et al. (2000) is used as a conceptual framework which is treated in the theoretical chapter three of this thesis. This chapter addresses the third sub-aim of the study which focuses on determining the instructional leadership role of public secondary school principals and to establish how this role fits into the holistic leadership behaviour of the principal (see par. 3. 2, pp. 69- 78). A brief description of each framework is given below:

#### **1.6.1 Structural empowerment theory of Kanter**

Empowerment is a distribution of power among organisational members in order to authorise the making of certain kinds of decisions. In developing her theory of structural empowerment Kanter (1993) in Laschinger, Michael, Leiter, Day, Gilin-Oore and Mackinnon (2012, p. 317) makes clear that, "it refers to employee access to social structures in the workplace that enables employees to accomplish their work in a meaningful way". Structurally empowered work environments of principals are characterised by access to support (i.e., guidance from superiors and peers), resources (i.e., money, supplies, and time required for the job), information (i.e., technical knowledge and information about goals and values of the organisation), and opportunity (i.e., possibility for learning, growth, and advancement in the job).

According to Kanter, these variables contain the roots of an integrated structural model of human behaviour in an organisation. Kanter (1993) in Laschinger et al. (2012, p. 317) proposes that "the organisational environment controls employees' work, attitudes, and behaviours". This means that power and opportunities create principals' autonomy and freedom, resulting in increased effectiveness in role performance so that leadership activities are widely shared within and between organisations (Harris & Spillane, 2008).



Kanter (1993, p. 166) further states, “Power is the ability to get things done”. She adds that power in an organisation is developed from structural situations, not from particular characteristics or from socialisation effects. This implies that principals who are empowered are allowed to have control over their work conditions. Thus, Kanter asserts that power is related to autonomy and not to control over or domination of others.

The organisational structures of empowered leaders involve having access to information and resources, receiving support, and having the opportunity to learn and grow. Access to these structures results in increased feelings of autonomy, higher levels of self-efficacy, higher levels of confidence, and increased organisational responsibility. Kanter argues that the impact of such access within the organisational structure on leader behaviour is far greater than the impact of that of their personality characteristics.

### **1.6.2 Psychological empowerment theory of Spreitzer**

Psychological empowerment is defined by Spreitzer (1992) as “the feeling of having control over one’s destiny” (Shah, Riaz, Kelly, & Morote, 2014, p. 2000). Four dimensions of psychological empowerment suggested by Spreitzer (1995) include meaning, competence, self-determination, and impact (Shah et al. 2014). For principals, feelings of psychological empowerment may emerge from the selfless motivations of educating youths, sufficient background and training in education and educational leadership, and a feeling of confidence in one’s ability to make a difference, as well as many other areas (Houghton & Yoho, 2005 and Shah, et al. 2014).

“Meaning” refers to the perceived congruence between the job requirements and the individual’s beliefs, values, and behaviours. Optimally, employees will realise the significance of their job to the organisation and themselves, and pay attention to their work. As a result, they will be likely to do a good job and be proud of their success. Spreitzer notes that “competence” refers to an individual’s confidence in his or her job performance abilities. In other words, an employee believes in his or her abilities and skills to enhance job performance. Employees also believe that they can use the resources provided by their organisation to get the work done. According to Spreitzer, “self-determination” relates to employees’ perceived control over their work when employees perceive they have the freedom to decide how or how not to work in different situations. Thus, they can implement innovations to complete their work.

Spreitzer further defines “‘impact’” as an individual’s sense of his or her capability to influence important outcomes within the organisation. Conversely, individuals will feel powerlessness if they do not realise how important they are within the organisation. Spreitzer’s four dimensions of psychological empowerment reflect an active orientation toward the work role. Thus, psychological empowerment is shaped by the work environment and is specific to the work domain (Houghton and Yoho, 2005). Finally, psychological empowerment results in an active, not passive, approach to work that causes individuals to strive toward and feel capable of shaping work roles and work contexts (Spreitzer, 1995).

### **1.6.3 Konczak et al.’s (2000) dimensions of leader-empowering behaviour**

Conger and Kanungo (1988) characterised empowerment as a process that involves a manager sharing power with subordinates. To empower implies the granting of power or delegation of authority (Burke, 1986) that, in turn, should increase intrinsic motivation by influencing task assessments related to meaning, competence, self-determination, and impact in Thomas and Velthouse’s (1990) conceptualization. Consequently, delegation of authority, accountability, self-directed decision making, information sharing, skill development and coaching for innovative performance were identified as dimensions of empowering behaviours.

These dimensions indicate that a six-factor model provides a good description of the relationships among the leader empowering behaviour questionnaire (LEBQ) items thereby mediating the independent and dependent variables. With respect to leadership development, the LEBQ would appear to be a psychometrically sound instrument for providing managers with feedback on behaviour relevant to principals’ empowerment. As an applied tool, the six-factor model provides behaviourally specific feedback for coaching and development purposes to the extent that empowerment is related to heighten the perceptions of LEBQ dimensions, and the degree to which managers encourage independent decision making should be important elements in the empowerment process.

A common assumption in defining empowerment is that a leader exerts social influence over others to structure activities in a particular way within school leadership. It is also widely understood that one’s beliefs motivate one to act. In the sense of instructional leadership, one’s

beliefs about causality, fairness, intelligence, consequences of actions, and ability to control various situations dictates what, why, and how a leader's social influence is realised on the members of the institution (Hoy & Miskel, 2008).

It needs to be remembered that the technical core function of principals is the process of teaching and learning. The process of teaching and learning happens when experience produces a stable change in a student's knowledge or behaviour (Hoy & Miskel, 2008). Instructional leadership is a form of educational leadership which focuses on this technical core of teaching and learning. Research in empowering public secondary school principals has neglected looking into the importance of instructional leaders' beliefs, understanding, and philosophical views of this technical core and its impact on student outcomes.

Principals' empowerment systems are getting increased focus as areas of importance in understanding how effective instructional leadership behaviour is associated with empowerment. Empowering leaders is a change that builds trust in an organisation, motivates them into taking risks for innovative decisions for organisational success, and promotes teamwork for problem solving (Trus & Razbadauskas, 2011).

With the understanding that one's educational philosophy is imbedded both in what one believes about instructional processes, and what one actually does in their practice. This leads to the conclusion that principals' behaviour directly affects the school's goals, mission, and vision. In turn, the principals' behaviour and philosophical views indirectly affect principals and their practices and thus, the student's achievement.

Empowerment is the extent to which organisational members are involved in the decision-making, planning and implementing change in an institution (Bernato, 2000). It also refers to the extent to which school leadership has the authority of decision-making and implementing institutional success. Despite the suggestions by school effectiveness researches that focus greater effort on leadership approaches, Mumford, Scott, Gaddis, and Strange (2002) in Zhang and Bartol (2010) claim that the elemental underpinnings of effectiveness of empowering instructional leadership have been noticeably missing from research attention.

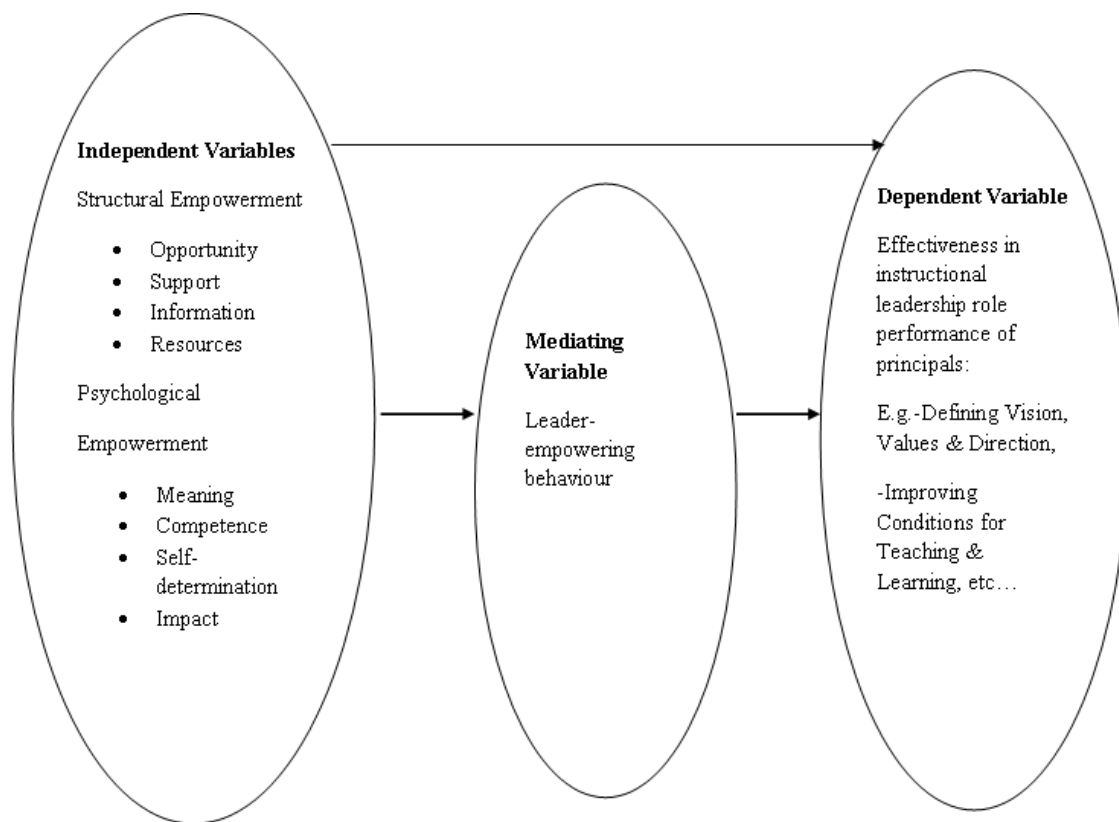
Figure 1.1 reflects assumptions of the relationships of structural empowerment, psychological empowerment and leadership behaviour to the effective role performance of instructional leadership, i.e., the general framework guiding the researcher's account of how to better understand empowering PSSPs to perform instructional leadership roles more effectively. This figure indicates that empowered instructional leadership practices (overt behaviours - or properties of the organisation - aimed at direction setting and influence) have direct effects on potentially a wide range of variables; they stand between or "mediate" the effects of empowering principals particularly when those effects are conceptualised as performing instructional leadership roles effectively. Some defensible alternatives to principals' effectiveness in instructional leadership role outcomes as potential dependent variables are discussed below.

As it is explained more fully below, these are features of the organisational or wider context in which leaders' work interacts with the dependent and/or mediating variables. These interactions potentially change the strength or nature of relationships between the independent (empowerment) and mediating (leadership behaviour) variables or the mediating and dependent (principals' effectiveness in instructional leadership role performance) variables. The literature and methodology chapters of this thesis address issues in the conceptualisation and measurement of each of the variables in Figure 1.1.

The purpose of this study is to examine how PSSPs can be empowered in the ARSE to perform their instructional leadership roles more effectively. The function of empowerment here is also enabling principals to develop their emotional, cognitive, social, and moral values (Gordon, 2004). Empowering principals means "School leaders improve teaching and learning indirectly and most powerfully through their influence on staff motivation, commitment, and working conditions" (Leithwood, Day, Sammons, Harris, & Hopkins, 2006, p. 5). Empowerment is essential for leaders since it gives them more power, knowledge, experience, meaning, opportunities and status. It is beneficial for organisations since it enhances individual performance and thereby improving the overall organisational performance (Awamleh, 2013).

Kanter's (1993) theory of structural empowerment, Spreitzer's (1995) theory of psychological empowerment and Konczak et al.'s (2000) dimensions of leader-empowering behaviour help

shaping the conceptual framework of this study. These three theoretical frameworks for the study include a demographic data sheet, the Conditions of Work Effectiveness Questionnaire II (Laschinger, Finegan, Shamian & Wilk, 2001), the Psychological Empowerment instrument (Spreitzer, 1995) and the Leader-Empowering Behaviour Questionnaire (Konczak et al., 2000). These features of instructional leadership form the analytical framework for this research. Therefore, the researcher develops the empowerment model of principals from these features of structural empowerment, psychological empowerment and leader-empowering behaviour of the definitions for the purposes of this thesis, as the operation of empowering PSSPs to perform instructional leadership roles more effectively in the ARSE. The framework involves the following components: perceived access to the structural empowerment, psychological empowerment, instructional leader-empowering behaviour and principals' effectiveness in instructional leadership role performance. The relationships among these components are shown in Figure 1.1.



**Figure 1.1** Conceptual framework that guides the relationships of structural empowerment, psychological empowerment and leadership behaviour to the effective role performance of instructional leadership

Empowerment also facilitates principal capability in the school to foresee and enhance the prospects for autonomy, authority, responsibility, and choice (Pearson, 2005), with the following conceptual framework:

- Commitment to conceptualise the concepts of empowerment and instructional leadership
- Application of expert knowledge about the relationship among the structural empowerment, psychological empowerment, instructional leadership behaviour and the principals' effectiveness in instructional leadership role performance.
- The creation and sharing of knowledge about the available opportunities to empower principals so as to perform instructional leadership roles more effectively.

- Application of a re-culturing strategy to alleviate the prevailing problems that hinder the practice of empowering public secondary school principals in the ARSE.
- Emphasis on the empowerment process model presented in this study which is based on variables of the knowledge of structural empowerment, psychological empowerment and instructional leadership behaviour that contributed to principals' empowerment in the Amhara region, Ethiopia.

In summary, this research has argued that, within the context of investigation, both conceptual and theoretical frameworks serve the same purposes including helping the researcher see clearly the main variables and concepts in this study, providing the researcher with a general approach (methodology – research design, target population and research sample, data collection and analysis), and guiding the researcher in data collection, interpretation and explanation. An implication of this is the possibility that a researcher's conceptual or theoretical framework guides what the researcher 'notices' during the course of data collection or as an event takes place; it is also responsible for what the researcher 'does not notice' – suggesting that the researcher may not notice or observe things which fall outside his conceptual / theoretical frameworks. Thus, in as much as the researcher's theoretical framework serves as spectacles through which to see the world, at the same time, it places boundaries on the researcher's vision and horizons (see p. 40, chapter 2).

Empowering members of the school as a social organisation not only gives them authority but also makes them more responsible and they feel a sense of ownership and commitment to the overall school's achievement. As we will see in the literature review chapters, researchers have already established the importance of empowerment in education and how it helps school principals. Therefore, it is also important to know the factors that contribute towards empowering the principal in each school. This study is therefore, about finding these factors and explaining how they contribute to the empowerment of school principals.

Therefore, a conceptual framework may be defined as an end result of bringing together a number of related concepts to explain or predict a given event, or give a broader understanding of the phenomenon of interest (a research problem). The process of arriving at a conceptual

framework is alike to an inductive process whereby small individual pieces (in this case, concepts) are joined together to tell a bigger map of possible relationships. Thus, a conceptual framework is derived from concepts, in-so-far as a theoretical framework is derived from a theory. Hence, both ‘conceptual’ and ‘theoretical’ frameworks that refer to the epistemological paradigm a researcher adopts in looking at this research problem – as Liehr and Smith (1999: 12) point out, “each of these terms refers to a structure” which guides the researcher. The theoretical perspectives of empowerment and instructional leadership are discussed in the following consecutive chapters (see chapter two & chapter three).

### **1.7 ASSUMPTIONS**

The terms ‘structural empowerment’, ‘psychological empowerment’ and ‘leadership behaviour’ attract a range of meanings and are associated with a variety of practices. These features of the three terms form the analytical framework for this research work. Summarising these features, empowerment and leadership behaviour can be defined for the purposes of this thesis, as ‘the operation of empowering PSSPs throughout the school in a manner which enables people to work together to effectively perform the instructional leadership role. The key features of empowerment and effective role performance of instructional leadership, as identified in the literature above can be summarised as:

- Education is a publicly funded initiative, and, therefore, there is a strong obligation for principals to be accountable.
- The general framework guides our account of how to better understand the empowerment and instructional leadership behaviour effect. Figure 1.1 indicates that empowered instructional leadership “practices” (overt behaviours - or properties of the school- aimed at direction setting and influence) have direct effects on potentially a wide range of variables; they stand between or “mediate” the effects of empowerment, particularly when those effects are conceptualised as effective performance of principals in instructional leadership roles.
- Principals maximise their actions by mobilising efforts along multiple pathways that lead to student, professional or system learning, and by distributing leadership among individuals in different positions under the concept of empowerment.



## 1.8 SCOPE OF THE STUDY

As school principals move towards a greater focus on instructional leadership in an era of higher educational accountability, *how can public secondary school principals be empowered to perform instructional leadership roles in the Amhara region, Ethiopia?* In order to respond to this research question five sub-questions are explored that incorporate measures of both the structural and psychological empowerment dimensions identified by Kanter (1993) and Spreitzer (1995) respectively, the six dimensions Model of Empowered Leader Behaviour by Konczak et al. (2000), and the eight dimensions of successful instructional leadership identified by Day et al. (2010). The Day et al. (2010) dimensions of successful leadership include defining vision, values and direction; improving conditions for teaching and learning; redesigning and enriching the curriculum; restructuring the organisation: redesigning roles and responsibilities; enhancing teacher quality (including succession planning); building relationships outside the school community; enhancing teaching and learning; and building relationships inside the school community. The centre of all these eight key dimensions of successful leadership is on student learning, wellbeing and achievement which are the ultimate goals of effective instructional leadership role performance. Since the components of Kanter (1993), Spreitzer (1995), and the Konczak et al. (2000) of Empowered Leader Behaviour are standardised and common to many researchers, the researcher does not mention them here.

This study is limited to **public secondary school principals** who are currently employed by the educational bureau of Amhara regional state of Ethiopia (ARSE) in the role of instructional leadership. It also focuses on only a selection of specific instructional leadership issues, namely:

- Conceptualising the concepts of instructional leadership and empowerment
- The relationship among empowerment, instructional leadership behaviour and effectiveness of principals in instructional leadership role performance
- Available opportunities for empowering principals.
- Instructional leadership roles performed by principals.
- Instructional leadership behaviours exhibited in PSSPs.
- Instructional leadership behaviour as a mediating variable in the process of empowering PSSPs.

- Challenges associated with empowering PSSPs to perform their instructional leadership roles in the ARSE.
- Potential predictors for empowering PSSPs to perform their instructional leadership roles in the ARSE

Non-government and private schools are not included in this study due to their different support-compensation, development and remuneration systems.

### **1.9 LIMITATIONS OF THE STUDY**

This study had the following major challenges that the researcher faced during the study. The purposive sampling procedure decreases the generality of findings. This study will not be generalised to all areas of principals. In using the concurrent mixed methods approach, the qualitative data need to be transformed in some way so that it can be integrated within the analysis phase of the research. Mixing the data is difficult at best when it is considered that qualitative data used text and quantitative data numbers. To this end, Creswell (2009:205) noted that this mixed methods of the study poses challenges including the need for extensive data collection, the time-intensive nature of analysing both text and numeric data, and the requirement for the researcher to be familiar with both qualitative and quantitative forms of research. In addition, there is little evidence to be used for how a researcher should resolve discrepancies that occur between the quantitative and qualitative data. Because the two methods are unequal in their priority, this approach also results in unequal evidence within a study, which may be a disadvantage when interpreting the final results. Financial problems, time constraints and lack of baseline research done in the country are also limitations of this study.

### **1.10 DEFINITION OF KEY TERMS**

Though the concepts described above in the background section of the thesis (pp. 7-9) set clear limits and boundaries as to what level of empowering public secondary school principals to perform instructional leadership roles effectively is appropriate, it is also necessary to contextually define the central concept of the topic under consideration in order to comprehend the significance of this study. Yet, the directionality of the relationships between empowerment and principals' role performance may also go the other way. Understanding the possibility of reverse causality can be a fruitful area of research because it can help to uncover the deviation

magnification and chronological dynamics of empowerment at work. In this section of the chapter, the researcher has conducted an in-depth description of empowerment in line with the research problem. It has been set up by framing the two classic approaches to empowerment – social-structural and psychological. Moreover, definitions for technical terminology are often defined according to the discipline or profession in which they are used. Because the definition section in a thesis provides an opportunity for the author to be specific about the terms used in the study, a preference exists for operational definitions, especially in thesis projects. In order to ensure consistency throughout the study and for future replication, the following operational definitions are provided:

### **1.10.1 Empowering**

The concept of empowerment has been extensively described above in the background section by Gordon (2004), Bell (2006), Mohrman (1993), Shah (2014 and M Al (2003) (see pp.7-9, par. 1.2). Not only had this, it is further discussed and analysed in theoretical chapter two of the thesis. Throughout this thesis, the term ‘empowerment’ will be used to refer to the sense of being able to make a difference in the attainment of individual, group, and organisational goals. So, empowering is fundamentally about power, the power to redefine our possibilities and options and to act on them, the power within that enables people to have the courage to do things they never thought themselves to be capable of, and the power that comes from working alongside others to claim what is rightfully theirs.

The term "empowerment" has come to express in many managers' minds the essence of new approaches to management that are believed to be capable of delivering higher levels of performance by tapping into the energies and enthusiasm of employees. While a variety of definitions of the term empowerment have been suggested, this study will use the definition first suggested by Eyben, Naila & Andrea (2008, p. 5) who saw it as : “Empowerment is the sense of being able to make a difference in the attainment of individual, group, and organizational goals”.

This definition acknowledges both organisational and individual purposes. To attract and retain high quality employees, an organisation must make it possible for employees to achieve career and professional satisfaction, and to experience the intrinsic satisfaction of accomplishment and

pride as well as the extrinsic satisfaction of reward and recognition. Likewise, to be successful in the market place, the organisation must enact a competitive strategy and deliver value. Empowerment must be with reference to both the principals' goals and the school goals. In fact, the concept of organisational empowerment requires that principal-goals and school-goals are aligned. Otherwise, people will be empowered to do things that are not in the organisation's interests; alternatively, people will be empowered to do things in the organisation's interest but not motivated to do so because it is not in their own self-interest. The human resource systems of the organisation are key tools in accomplishing such alignment (Mohrman, 1993).

#### ***1.10.1.1 Structural Empowerment***

At this juncture, the researcher focused on the relationship between empowering principals and demographic variables such as age, education, and experience. Kanter believed that access to empowerment structures is associated with the degrees of power an individual has in the organisation. In Kanter's view individuals display different behaviours depending on whether certain structural supports (power and opportunity) are in place. Based on the structural empowerment theory, managers can take specific actions to create conducive work environments that foster trusting and successful working relationships and enhance role effectiveness (Kanter, 1977).

Structural empowerment refers to principal access to social structures in the workplace that enable principals to perform their roles more effectively. Structurally empowered principals' work environments are characterised by access to support which includes feedback and guidance that are received from superiors, peers, and subordinates. The other components to be considered when structurally empowering principals are the resources which comprise money, supplies, and time required for the job. Information is the third component of structural empowerment that is used as a source of technical knowledge and information about goals and the values of the organisation. Opportunity is also the last but not the least element of structural empowerment so that it provides principals with the possibility for learning, growth, and advancement in their job (Kanter, 1977, 1993). This implies that opportunity provides expectation of positive future prospects including autonomy, growth, a sense of challenge and the chance to learn and grow. In general, structural empowerment is a link between empowering work settings and organisational

outcomes (role effectiveness). On a practical level, Kanter's structural empowerment theory provides a framework for understanding empowering workplaces and empowered principals.

#### ***1.10.1.2 Psychological Empowerment***

Psychological empowerment is conceptualised as a knowledge-based psychological state of thoughts. Conger and Kanungo (1988, p. 474), defined psychological empowerment as “a process of heightening feelings of employee’s self-efficacy through the identification of conditions that foster powerlessness and through their removal by both formal organizational practices and informal techniques of providing efficacy information”.

Thomas and Velthouse (1990) extended this approach by specifying a more complete set of task assessments (meaningfulness, competence, choice, and impact) that determine intrinsic task motivation in principals. Spreitzer (1995, p.1444), likewise defined psychological empowerment as “a motivational construct manifested in four cognitions: meaning, competence, self-determination, and impact. When principals feel empowered at their leadership roles, they experience these four dimensions in such ways that:

- **Meaning** involves a fit between the needs of principals’ leadership role and their beliefs, values and behaviours,
- **Competence** refers to self-efficacy specific to principals’ role, or a belief in principals’ capability to perform leadership activities with skill,
- **Self-determination** is a sense of choice in initiating and regulating principals’ actions. It reflects a sense of autonomy over the initiation and continuation of leadership behaviours and processes (e.g., making decisions about work methods, pace, and effort),
- **Impact** is the degree to which principals can influence strategic, administrative, or operating outcomes in their leadership roles.

It should also be noted that psychological empowerment, as used in this study, is not a concept that can be generalised to other areas of a subject’s life, it is very much based on a subject’s current work situation (Spreitzer, 1995). These theoretical arguments suggest that psychological empowerment, in turn, makes a critical contribution to the principal’s effective performance of the instructional leadership role. Together, these four cognitions reflect an active, rather than passive, orientation to principals’ leadership role.

### **1.10.2 Instructional Leadership**

Researchers conducted one of the most comprehensive studies to date of the impact of leaders on student achievement and found that instructional leadership consists of two complementary sets of actions. Principals shape the instructional climate, defined as the “context in which education takes place” (Seashore Louis, Leithwood, Wahlstrom, & Anderson, 2010 p. 84). Secondly, the same authors state that principals take “instructional actions” guided by “the goal of enhancing every teacher’s practices” (p.85). Instructional actions fall into three categories of ongoing behaviours: knowledge of teaching and learning in their buildings; formatively assessing teaching and learning through “direct and frequent involvement with teachers”; and empowering teacher growth and learning (Seashore Louis et al., 2010 pp. 85-86).

Therefore a working definition of instructional leadership might be the ability of the principal to guide teachers to improve instruction through the creation of favourable learning environments, building of teacher content and pedagogical knowledge, and explicit monitoring of the learning of both teacher and student. Flach (2015 p. 1) declared that the definition of instructional leadership should read: “the ability to guide adults to improve instruction through the creation of favourable learning environments, building of adult content and pedagogical knowledge, and explicit monitoring of the learning of both adults and students.” Instructional Leadership emphasises improving the quality of teaching and learning processes for students and adults in schools through regular dialogue about learning and how to improve it based on understanding of the body of research on learning and teaching and evidence of student learning outcomes (Yukon Department of Education, 2011).

### **1.10.3 Principal**

The principal is a school administrator responsible for the daily operation at a particular school site so that he/she is the corner stone of the school and plays an important role in every instructional activity. As Sherman noted in Trail (2000, p. 1) “Research tells us that principals are the linchpins in the enormously complex workings, both physical and human, of a school. The job calls for a staggering range of roles: psychologist, teacher, facilities manager, philosopher, police officer, diplomat, social worker, mentor, PR director, coach, and cheerleader”.

Therefore, it is necessary to equip principals with knowledge and skills to interact with multiple roles and complex tasks of managing human beings. Schools are the mirror of life and the place where human resources are developed so that principals of schools must be empowered to have managerial skills and leadership qualities. The main objective of the schools is to produce creative learners who will be leaders of tomorrow; hence principals must be role models so that students and other people in the schools will learn from them. According to Wallace Foundation (2013, p. 5) “the principal is the second highest factor in student achievement behind classroom instruction”. Any definition of instructional leadership is unfinished without considering those who are to be led by an effective principal.

#### **1.10.4 Role**

Role is a function or part performed especially in a particular operation or process. The role of the principal covers many different areas including leadership, teacher evaluation and student discipline (The Free Dictionary, 2000). Effective school leadership is essential to improve the efficiency and equity of schooling. Aimed at standardising the practice of effective teaching, the principal’s role is to maintain high expectations for teachers and students, supervise classroom instruction, coordinate the school’s curriculum, and monitor student progress (Barth, 1986 in Marks & Printy, 2003).

#### **1.10.5 Secondary School**

Secondary school is described as a stage between primary and tertiary which is classified in to two cycles. The first cycle of this level of school is known as general secondary consisting of grades 9-10 and the second cycle which comprises grades 11 & 12 and/or 9-12 is called preparatory school in the Ethiopian context (MOE, 1994).

#### **1.10.6 Public Secondary Schools**

The term public secondary school refers to the organisation that is managing and funding such schools. These are schools that are managed directly or indirectly by a public education authority, government agency, or governing board appointed by government or elected by a public franchise. It should be noted that government includes departments, local, regional, state and national organisations (OECD, 2012).

### 1.11 THE RESEARCH METHODOLOGY

All research is based on some underlying philosophical assumptions about what constitutes 'valid' research and which research method(s) is/are appropriate for the development of knowledge in a given study. In order to conduct and evaluate any research, it is therefore important to know what these assumptions are. This chapter discusses the philosophical assumptions and also the design strategies underpinning this research study. Common philosophical assumptions were reviewed and presented; the pragmatic paradigm was identified for the framework of the study. In addition, the chapter discusses the research methodologies, and design used in the study including strategies, instruments, and data collection and analysis methods, while explaining the stages and processes involved in the study (see chapter Four, p. 104).

### 1.12 ORGANISATION OF THE THESIS

This thesis is divided into six chapters that are centred on empowering public secondary school principals to perform instructional leadership roles in the Amhara region, Ethiopia.

**Chapter One:** In this chapter the researcher introduces the reader to the field of study. It contains the background of the problem, justification of why the topic area is worth investigating, the research questions, the research objectives and the research methodology. The significance of the study is summarised and the conceptual framework of the study and assumptions are explained. It also looks at the delimitation, limitations, definition of key terms and the layout of the study.

**Chapter Two:** This chapter examines the theories underpinning the concepts and relationship of instructional leadership and empowerment that matters in the context of the Amhara regional state of Ethiopia. It also explains the conception of empowering principals as it provides a deeper understanding of effectiveness in instructional leadership role performance, referring to the successful instructional leader who is the corner stone of the school and also plays important role in the development of the education programmes. The explanation of what constitutes the concept of empowerment is highlighted and what makes effective instructional leadership under the concept of empowerment a distinctive leadership theory is addressed in this chapter.



**Chapter Three:** Leadership behaviour among secondary school principals in Ethiopia and the place and role of instructional leadership constitute part of this chapter. The first part of this chapter describes leadership behaviours among Ethiopian secondary school principals. The second part depicts the story of instructional leadership development in Ethiopia. The remainder of the chapter is devoted to the dimensions of effective instructional leadership in the Ethiopian context followed by instructional leadership practices of the principal as a final part of the chapter.

**Chapter Four:** This chapter highlighted on the pragmatists' views of research methodologies as basis of the study. The chapter discussed the research design used in the study including approaches, instruments, and data collection and analysis methods, while explaining the stages and processes involved in the study. The chapter explained in details the mixed method research approach that was used to conduct the study. The author's perspective and epistemological stance, research approach, the study population and sampling techniques, reliability, validity and trustworthiness of the research, are described. This chapter also reflects on the ethical consideration and the role of the researcher.

**Chapter Five:** This chapter expands on the final section of chapter four in relation to the presentation, analysis, and interpretation of data. The chapter is divided into two sections that address the presentation, analysis and interpretation of the quantitative data and then the qualitative data. Each section includes a set of subsections with headings that correspond to the headings of the questionnaires and interview schedule. The headings except the demographic one, for the two questionnaires are to some extent different since the purpose of the qualitative research was to complement the data obtained from the quantitative survey.

**Chapter Six:** This chapter examines the results and discusses the research sub-questions on how public secondary school principals can be empowered to perform instructional leadership roles effectively in the Amhara region. The chapter is devoted to presenting the synopsis of the study, research findings and conclusions, recommendations, from the study, contributions of the study, limitations of the study, avenues for further research and concluding remarks of the study undertaken to establish how PSSPs can be empowered to perform their instructional leadership

role more effectively in the Amhara region, Ethiopia. The chapter presents a detailed summary of the whole study which is followed by conclusions drawn from the literature review and the empirical study. This is followed by key recommendations in the light of the findings and the conclusion of the study.

## **1.12 CONCLUSION**

There is a growing recognition that the longstanding organisational structures of schooling simply do not fit the requirements of learning in the twenty-first century. Thus, this research arises from the author's deep commitment to empower public secondary school principals and thereby enabling them to perform instructional leadership roles that are open to inquiry and reflection as a basis for continuous improvement.

By working with a reasonable number of schools, one of the expected outcomes of this thesis was that the attitudes and practices associated with well-informed instructional leadership might be promoted more widely in schools, with beneficial consequences for the quality of teaching and learning. As school principals move towards a greater focus on instructional leadership in an era of higher educational accountability, *how can public secondary school principals be empowered to perform instructional leadership roles in the Amhara region, Ethiopia?* In order to respond to this research question, the five sub-questions were explored using Day et al.'s (2010) dimensions of effective instructional leadership taxonomy, those which are already mentioned above in the statement of the problem.

This research work presents an articulation of instructional leadership as represented in the literature and understood by principals to the benefit of policy-makers, professionals and practitioners, and how the current climate and increased interest in empowered secondary school principals' accountability significantly impacts their instructional leadership role performance. Illustrating how and why secondary school principals convey themselves as an instructional leader is also one of the expected outcomes of this research. The thesis is concluded with the researcher's recommendations for future research that will arise from this study.

In the next chapter, Chapter Two, international literatures will be reviewed to examine the concepts of instructional leadership and empowerment. This chapter also deals with the

theoretical background to the study and offers a review of previous international studies in order to address the first two objectives of the research that corroborates the significance of the current study's topic and the need for further research.

## CHAPTER TWO

### 2. THEORETICAL FRAMEWORK FOR THE STUDY

#### 2.1. INTRODUCTION

Chapter Two focuses on a literature review to conceptualise the concepts of instructional leadership and empowerment in the context of the study. The chapter explains how empowerment and the effective performance of instructional leadership roles by principals are related to the aim of *empowering public secondary school principals to perform instructional leadership roles in the Amhara region, Ethiopia*. To make it more clear, this chapter is intended to address the first two sub-aims of the study which are:

- To conceptualise the concepts of 'instructional leadership' and 'empowerment' (to be addressed in Chapter Two of the literature study).
- To establish the relationships among empowerment, leadership behaviour and effectiveness in instructional leadership role performance of principals (to be addressed in the theoretical framework of the research or Chapter Two of the literature study).

The first purpose of this chapter is to provide a state-of-the-evidence description of what is already known about successful instructional leadership. The researcher anticipates that such a description would serve as immediate use and gives guidance to those already in leadership positions and those with responsibilities for the empowerment of leaders. The second purpose of this chapter is to address the question of empowering public secondary school principals (PSSPs) to perform their instructional leadership role more effectively. The relationship between empowerment and the effective performance of the instructional leadership roles by principals will further be explained in this chapter. By addressing these two issues, a theoretical framework will be presented to form the basis for the study.

The theoretical framework, firstly, helps the researcher to explain the most essential questions for inquiry and offer conceptual lenses on key variables of interest to this study and secondly, it is a source of information about promising research methods. Thirdly, it helps to create interest in the audiences for the results of the study as they become available. Finally, this review of

related literature may arouse an interest in leadership on the part of those who have not, to this point, given it much thought.

## **2.2 THE CONCEPT OF INSTRUCTIONAL LEADERSHIP**

### **2.2.1 Introduction**

This review of related literature sets out a representative sample of some of the ways in which instructional leadership has been defined from different contexts and approaches. It is expected that educational leaders in general and secondary school principals in particular would be to come up with a preliminary working definition of instructional leadership in an educational context. This literature study therefore, begins by examining the variety of meanings that can be given to provide a clear picture of the overarching research question: *How can public secondary school principals be empowered in the Amhara region, Ethiopia to perform instructional leadership roles?*

Thus, many of the leadership researches conducted in the last three decades have dealt with the concepts of instructional leadership and empowerment. In order to better understand the research context from which this concept was derived, the researcher will firstly try to describe the concepts of instructional leadership and empowerment, whereby the focus will be upon theories that are, in the researcher's opinion, related to instructional leadership. This chapter will also include the theoretical framework of the study and offer a review of previous relevant international literature in order to address the first two objectives of the research. These include the concepts of instructional leadership and empowerment in this era of accountability in education; and the relationship between empowerment and the effective performance of the instructional leadership roles by principals. It describes how the current climate and increased interest in school accountability have a significant impact on the instructional leadership practices of public secondary school principals; understanding this contextual factor illustrates how and why secondary school principals see themselves as instructional leaders.

### **2.2.2 What is instructional leadership?**

Leadership, for the purpose of this study, may come from many sources—the school and woreda administrators, teachers, parents, school-board members, and government officials, to mention

some. Although instructional leadership from these sources has aligned with improved student learning, the instructional leadership of public secondary school principals and education officials at all levels, along with teachers, has obviously more effect than leadership from other sources; it is thus the instructional leadership of secondary school principals, with which this review is most concerned.

An abundance of research results have shown that educational accountability becomes more sensitive and main concern for any school systems. Recognising this, many scholars and policy makers have given more consideration and emphasis to instructional leadership in the last three decades (Hallinger, 2010). The importance of instructional leadership is therefore, emphasised by the statement of Flach (2015 p. 1) that “A Google search for ‘instructional leadership’ provides 12,800,000 results in just 0.29 seconds, ranging from advertisements for online degrees to thousands of books and articles”. In exploring why instructional leadership is a world-wide concern, Hallinger (2010, p. 1), also expounded that “instructional leadership is the main determiner of school success.” A working definition of instructional leadership might be the ability of the principal to guide teachers to improve instruction through the creation of favourable learning environments, building of teacher content and pedagogical knowledge, and explicit monitoring of the learning of both the teacher and the student (Flach, 2015).

However, misperception or ambiguity still accompanies the term as it is perhaps one of the most continually used and poorly defined terms in education today (Flach, 2015). Though the principal is the single most important individual for the success of schools, no clear definition has yet given for “instructional leadership.” Dunkle (2012) also states that the Roots and Wings of School Leadership has developed some sort of shared values and common understanding of the successful school leader from different circumstances of education with various academics of international organisations. Some of the key descriptions from this work include statements that principals should:

- describe a vision of academic success,
- create a culture and climate that supports student and adult learning,
- use data to measure progress of students and adults, and

- discover and support talent that benefits the organization (Dunkle, 2012 pp.8-20).

Seashore-Louis, Leithwood, Wahlstrom, and Anderson (2010) confirm that the current principals are critical in the realization of effective schools and student learning so that the role of instructional leadership comprises a twofold balancing collection of activities. Instructional leaders create favourable learning environment, defined as the “context in which education takes place”. Secondly, Instructional leaders take “instructional actions” guided by “the goal of enhancing every teacher’s practices”. Furthermore, instructional activities could be categorised into three continuing actions including “knowledge of teaching and learning in their buildings; formatively assessing teaching and learning through ‘direct and frequent involvement with teachers’; and empowering teacher growth and learning” (Seashore- Louis et al., 2010, pp. 84-86).

Collins (2001, pp. 20-21) further illustrated the highest level of leadership as “Level 5 leadership and level five leaders are a study in duality: modest and willful, humble and fearless leaders that build enduring greatness through a paradoxical blend of personal humility and professional will”. The definitions of instructional leadership have thus typically focused not only on the constructs, but also on the leadership behaviour associated with the effective role performance of empowered principals whose ultimate objective is the success of student learning (Bell, Bolam, & Cubillo, 2003; Cheng, 1994; Day, Sammons, Hopkins, Harris, Leithwood, Gu, & Brown, 2010); Hallinger & Heck, 1996, 2010; Heck & Hallinger, 2009; Leithwood, Anderson, Mascall, & Strauss, In press; Leithwood, Day, Sammons, Harris, & Hopkins, 2006; Mulford & Silins, 2003, 2009; Robinson et al., 2008; Southworth, 2002; Witziers, Bosker, & Kruger, 2003 in Sharp, 2009).

The conceptual definition of instructional leadership is also a role that is assumed by principals, teachers and leadership at different levels of the system. In today’s intensified concern for the provision of quality education, secondary school principals as instructional leaders are being held accountable for how they respond to the complex learning environment so as to serve all citizens in the school. During the past school years, scholars dealt with the challenge of investigating both instructional leadership (Hallinger, 2008; Hallinger, Bickman, & Davis, 1996; Heck, Larson

& Macrolides, 1990; Kleine-Kracht, 1993; Leitner, 1994; Wiley, 2001) and striving for models of leadership underscoring distributed leadership (Gronn, 2002; Spillane, 2006), or shared leadership (Barth, 1990; Hallinger & Heck, 2010; Heck & Hallinger, 2009; Marks & Printy, 2003; Pounder, Ogawa, & Adams, 1995).

However, since the term has proved to be a rather elusive concept, a well-defined understanding of instructional leadership is crucial if public secondary school principals are needed to be effective. Jenkins (2009, p. 36) states that “if principals are to take the role of instructional leader seriously, they will have to free themselves from bureaucratic tasks and focus their efforts toward improving teaching and learning”. This is true for the fact that towards the end of the 20th century, a dramatic change has been brought about regarding the perceptions and expectations of the roles of the school principal together with the shifting setting of instruction (Cunningham & Cordeiro, 2009).

It is apparent that many new principal preparation and development programmes give more emphasis to the role of principals as “instructional leaders” than its literary meanings. Although there are diversified meanings given to instructional leadership, Hallinger (2009, p. 1) underlines that “one lasting legacy of the effective schools movement was the institutionalization of the term ‘instructional leadership’ into the vocabulary of educational administration”. However, the works of contemporary researchers on principals (e.g., Hallinger, 2001; Hallinger & Heck 1996; Southworth, 2002 cited in Hallinger, 2009) indicate that, the concept of instructional leadership is still continued to be an issue of the spheres of policy, research, and practice in school leadership and management. In relation to the need for effective school leadership, many authors (e.g., Campbell, 1987; Campbell, Cunningham, Nystrand, & Usdan, 1980; Culbertson, 1981; Kimbrough & Nunnery, 1983; Lunenburg & Ornstein, 2000; Murphy & Seashore Louis, 1999; Hanson, 2003; Hoy & Miskel, 2008; Owens, 2001, Fullan, 2001; Hopkins, 2000; Sergiovanni, 2001; West et al., 2000) have had great involvement in the maximisation of experts’ insights into the concept of instructional leadership in educational organization.

Hence, research and literature on leadership in general and instructional leadership in particular continually have the power to make experience clear by applying concepts and practices of



school leadership. This part of the thesis is, therefore, not so much a kind of definite answer or a sort of generally recognised beliefs as if it is a continuous endeavour for the understanding of the concept of instructional leadership, instead, to have a contextual understanding. This is because the perceptions and expectations of secondary school principals have changed intensely given the changing context of education over the last three decades. It is evident that principal's role is changed from traditional authoritative ways of management to modern approaches of leadership. The modern approach of leadership roles include facilitating, supporting, and coordinating efforts as a representative of the school (Cunningham and Cordeiro 2009). Hill and Ragland (1995) have remarked the intent of leadership from the educational perspective in such a way that: "A wider population is now envisioned as having leadership potential, and we are flattening organizations, empowering more people, and decentralizing decision making" (cited in Cunningham and Cordeiro (2009, p. 216).

While Jenkins (2009) emphasises that many school principals are currently seeking an equilibrium in their role "as manager-administrator and instructional leader" to be successful, Cunningham and Cordeiro (2009) underline that the current focus of instructional leadership should be on curriculum and instructional development; staff development; instructional supervision; programme, teacher, and student evaluation; research and experimentation; provision of resources; and the continuous improvement of teaching and learning. To this end, enabling principals to perform their instructional leadership role effectively means empowering their "emotional, cognitive, social, and moral development" (Gordon, 2004, p. 15).

Although there is no sense of total agreement on the clear demarcation between school administrator and instructional leader, Jenkins (2009) reported that the quality of instructional leadership provided by those in senior positions is good or better in most establishments. The same author reveals that the concept of instructional leadership is different from that of school administrator or manager for different reasons. Principals those who always consider themselves as the top manager are directing and controlling all managerial activities, where as principals who are responsible for instructional leadership are dealing with performing instructional leadership roles including " setting clear goals, allocating resources to instruction, managing the curriculum, monitoring lesson plans, and evaluating teachers" (Jenkins, 2009, p. 35).

Increasingly, Instructional leadership is being viewed as a shared concept which relates not only to the head of the school but also to the combined impact of all those who have responsibility for leading any aspect of provision for learners. The principal is ultimately accountable in terms of the quality of education within the school and of the resulting progress made by learners. Briefly, instructional leadership reveals those activities a principal performs to encourage the advancement of student learning (Flath, 1989). Jenkins (2009) further asserts that instructional quality should be the top priority of instructional leaders so that the school should attempt to realise such a vision.

These statements make clear that a superior secondary school principal with the required skills needs to make a difference in the effectiveness of his/her instructional leadership roles at various circumstances. However, though many would agree that instructional leadership is critical in the realisation of effective schools, among the many tasks performed by principals, very limited time is devoted to instructional leadership. Since the reassurance of student academic performance is an ongoing challenge for the principal, success will not occur without the principal's time and attention. So, principals require empowerment to take active roles in all functions of instructional leadership.

It is important to realise that it is the type of instructional leadership, made up of direct or indirect behaviours that significantly affects the success of the school. This also includes identifying directions and sharing goals and persuading the school community to work towards them by the principal in a school. This in turn, leads to the belief and determination that empowered instructional leadership is the dynamic delivery of the curriculum in the classroom through strategies based on reflection, assessment and evaluation to ensure optimum achievement.

This part of the literature review chapter explored the term leadership in general and instructional leadership in particular. Hence, the quality of education depends on, among others, the presence of competent and committed school principals. Efforts to improve student achievement can succeed extensively by building the capacity of instructional leaders to improve their instructional practice and the capacity of school systems to advance learning.

No matter how various scholars have described instructional leadership in different ways, it is believed that the definitions provided above are adequate enough to describe this concept. According to the reviewed literature, a working definition of instructional leadership may be summarised as the ability of the principal to guide staff to advance instruction through the establishment of encouraging learning environments, building of teacher content and pedagogical knowledge, and the explicit monitoring of the learning of students. In the current conception of the term, instructional leadership is shifting from a role of directing and controlling to one of guiding, facilitating, supporting, and coordinating efforts on behalf of schools. In wider circumstances, many people have envisioned developing leadership potential and having flatter organisations, thereby empowering more people, and decentralising decision making.

Moreover, the reviewed literature on instructional leadership highlights “the necessity for leadership to focus purposefully and incisively on quality-of-learning issues and on the range of distinctive human qualities called for in today’s educational leaders” (Hogan et al., 2007, p.15). Much of the reviewed literatures further suggest that successful instructional leaders are aware of developments in curriculum and assessment, keep up to date with pedagogical change, focus persistently on student achievement, monitor teaching, develop productive professional relationships and strive to build trust and collaborative ways of working on the whole system of the school (Southworth, 2004). It is evident from this literature study that principals as instructional leaders are faced with the enormous task of ensuring learner’s achievement. So, instructional leadership is at the heart of their activities and at the same time ensuring that they remain well-informed about current developments in the education system. Southworth (2004) supports such ideas by stating that successful schools understand that the direct improvement of teaching and learning in every classroom comes via team works of individuals and groups who undertake an immeasurable of activities and initiatives. These activities and initiatives provide continual reflection and changing of classroom practices guided by the educational aspirations of the proactive school leaders. Such personalities of instructional leaders in turn influence the perspectives of others to have a powerful impact on student’s efforts so that possibly determining which teachers you really have found to be the best from the staff and which understandings and priorities of learning you wish to see practiced in your school.

Now, it is possible to conclude that the conception of instructional leadership at the school level, leading for learning includes the joint work of principals, assistant principals, department heads, school-based counselors and trainers, and teacher leaders (Copland & Knapp, 2004). The principal does not work in isolation but it is clear that the principal must enable teachers to work together, whether this is by creating structures or a cultural climate conducive to learning, or both. The literature suggests that the principal plays a key role in linking activities at different levels and spreading the skills of individuals across the whole school.

This literature study also provides insight into leadership wisdom, expectations of school leaders, and competencies essential to leading schools in which leadership is broadly shared. Moreover, this literature study has tried to provide helpful information to educational leaders who might be unsure of their role in developing shared instructional leadership in their school environment. It also suggests that, in cognisance of the need for instructional leadership initiatives to be effective, there must be a climate of trust and understanding at both the building and woreda/district levels.

More specifically, the reviewed literature enriches the conceptualisation of instructional leadership for student learning and the role of the principal in a culture of shared leadership. The literature study highlights that principal behaviours do have an impact on distributed leadership; and principals can play an important role in the formative process of instructional leadership innovation. The evolving themes reveal that when principals engage in specific and preferred behaviours, the leadership exercise can occur as an empowerment culture promotion. This means that, it is possible for principals to contribute to shared leadership development within the context of the daily activities and interactions of the school environment and improve the culture of the school simultaneously.

Given the need for school administrators to focus on the use of their time and talents, this proposition is quite substantial. In order to expand the existing research on empowering public secondary school principal to perform their instructional leadership role more effectively, it will be essential to examine the roles of specific school leaders in the next chapter of this thesis.

Additionally, studies of the roles of school principals in supporting and sustaining instructional leadership could yield valuable information to inform practice for educators engaged in empowering principals through dynamic and collaborative instructional leadership alignments.

Besides, discussions of school leadership must not only take into account the practices and effects of leadership, but also the sources of instructional leadership. In the early 1990s, studies of school leadership focused predominantly on the principal as the source of leadership (Hallinger, 2009). For many authorities in the field on the other hand (e.g., Barth, 1990, 2001; Blasé & Blasé, 1998; Crowther, Ferguson & Hann, 2008; Harris, 2003; Lambert, 2002; Marks & Printy, 2003), during the 1990s gave emphasis on teacher professionalism that led to increased consideration of the role of teacher leaders as well as other sources of leadership in the school (Hallinger, 2009). This led to the explicit re-conceptualisation of school leadership as a distributed process (Gronn, 2009; Heck & Hallinger, 2009; Spillane, 2006).

It could further be concluded from this literature study that, distributed leadership refers to collaborative leadership exercised by the principal, assistant principals, department heads, teacher leaders, and other members of the school's community. As mentioned earlier, the rationale for focusing on distributed school leadership is grounded in the concept of sustainable success of the school (Fullan, 2001). In schools, leadership must be able to create viable improvements that are comprised of and possessed by the teachers who are responsible for implementation in classrooms (Hallinger, 2009). This author further confirms that with the observed strengthening of work activities of principals in schools, instructional leadership must also be supportable for those who lead. Writers conclude from their research on successful instructional leadership that, principals can achieve nothing while working alone. Thus, increasingly, scholars affirm that sustainable school effectiveness must be supported by empowering instructional leadership that is shared among stakeholders (Hallinger, 2009 and Spillane, 2006).

While this line of theoretical work is very attractive from several standpoints, to date there have been few empirical studies that have investigated the linkages between empowerment and effective role performance of instructional leadership by principals. One prominent attempt to

study the principal as instructional leader empirically, in line with distributed leadership was undertaken by Marks and Printy (2003). The term 'distributed leadership' is not conceived as sort of activities performed by a single head figure on behalf of the groups in an institution, or group of people's actions from end to end which set of individuals provide to a crowd or institution, it is rather a team work that accomplishes in the course of or with collaborations, rather than personal achievement (Bennett et al. 2003; Badaracco, 2001; Northouse 2007; Gronn, 2002; Bolden, 2011).

Their conclusion highlights the potential of this approach. This study suggests that strong distributed leadership by the principal is essential in supporting the commitment of teachers. This is because teachers themselves can be barriers to the development of their leadership role as long as they are the primary stakeholders of instructional leadership (Smylie & Denny, 1990). Principals need to invite teachers to share leadership functions. When teachers are in a position to perceive principals' instructional leadership behaviours to be appropriated, they grow in commitment, professional involvement, and willingness to innovate (Sheppard, 1996). Thus, instructional leadership can itself be at the vanguard of the teaching-learning process (Smylie & Denny, 1990 in Hallinger, 2009). Therefore, it must be emphasised that many of school principals are currently seeking balances in their positions as they are manager-administrator and instructional leader so as to be successful.

### **2.2.3 Conclusion**

Understanding the concept of instructional leadership as the essential vehicle for the learning of students will be imperative if the public secondary school principal is to be effective in his/her instructional leadership role performance. So, the reviewed literatures dealt with exploring some key elements of instructional leadership. It was found in the literature study that instructional leadership requires principals to improve teaching and learning in public secondary schools. Having this in mind, instructional leadership has been given a conceptual definition to ascertain if principals are performing their roles with full autonomy and are able to make themselves free from bureaucratic activities and focus their efforts toward improving teaching and learning. On the other hand, its working definition is the ability of the principal to guide teachers to improve instruction through the creation of favourable learning environments. In general, the

comprehensive definition of instructional leadership focuses on major educational components those comprising curriculum and instructional development; staff development; instructional supervision; programme, teacher and student evaluation; research and experimentation; provision of instructional resources; and the continuous improvement of instructional processes.

Based on the reviewed literature, teaching and learning must be at the top of the priority list on a consistent basis. It is also discussed in this chapter that leadership is a balance of management and vision. While leaders cannot neglect other duties, teaching and learning should be the area where most of the instructional leaders' programmed time is allocated. Public secondary school principals need to know about the changing conceptions of curriculum, educational philosophies and beliefs, curricular sources and conflict, and curriculum evaluation and improvement as well as good communications.

It is underlined by different authorities that enabling principals to perform their instructional leadership role effectively means empowering their emotional, cognitive, social, and moral developments. This in turn, leads to the belief that empowered instructional leadership is the dynamic delivery of the curriculum in the classroom through strategies based on reflection, assessment and evaluation to ensure optimum learning achievement. Finally, the concept of empowerment and the relationship between empowerment and effective performance of their instructional leadership role by principals will be the focuses of the following topics.

## **2.3 THE CONCEPT OF EMPOWERMENT**

### **2.3.1 Introduction**

The review of selected sources is specifically intended to develop a logical argument to justify the purpose of this study. The development of this literature review attempts to show the progression of pertinent literature in this field including some of the areas that are in need of further research. Much of the research relating to education in Ethiopia, however, has focused on administrative issues leaving a relatively sparse literature on empowering secondary school principals to increase the effectiveness of their instructional leadership role performance.

Principal empowerment is a strategy and philosophy that enables school leaders to make decisions about their jobs, own their work and take responsibility for their results as

well as to serve customers at the level of the school where the customer interface exists. While the concept of principal participation has been a topic for research and of interest to education leaders for a couple of years, the concept of empowerment involves the school leader being provided with a greater degree of flexibility and more freedom to make decisions relating to principal role. This contrasts markedly with traditional management techniques that have emphasised control, hierarchy and rigidity. The meaning of empowerment has tended to be associated with the concept of power, thereby implying that power is redistributed by those in a senior position to those in more subordinate positions (Kim, 2013). So, what is empowerment and how can it be effectively implemented in educational organisations are questions presently of concern to the researcher who is convinced that it is one of the central keys to increase the effectiveness of secondary school principal performance in instructional leadership role.

### **2.3.2 What is empowerment?**

In recent years the topic of empowerment has been given a great deal of attention due to its influence on effective performance of leadership. Despite the fact that many scholars have agreed on the vital role played by secondary school principals in both developed and developing countries, limited attention has been given to providing principals with the opportunity, training, and support which are needed to become more autonomous and empowered in assuming their professional responsibilities. Too often, secondary school principals seem to be disempowered due to the lack of required opportunities to collaborate with stakeholders in taking on the effective performance of the instructional leadership role. For this juncture, Gordon (2004, p. 15) indicated the level of disempowerment as a major factor in the alarming shift of principals' roles to the extent that "Most principals spend a great deal of each workday dealing with student discipline, parental complaints, personnel issues, and bureaucratic paperwork". This is very obvious among top leaders, and contrasts with the sense of empowerment that principals need to possess if they are to facilitate the empowerment of other members of the school community.

Thus, what is empowerment and how can it be effectively implemented in public secondary school principals in order for them to perform their instructional leadership roles so as to reverse the feeling of disempowerment? Or, what is empowerment and what are the sources of empowering instructional leadership? These questions are presently becoming the concern of an



increasing number of people who are concerned about the effects of empowerment to increase the effectiveness of the instructional leadership role performance by principals (Leithwood, 2005; Srivastava, Bartol & Locke, 2006; Burke, 1986; Burpitt & Bigoness, 1997; Spreitzer & Doneson, in press).

The word empowerment has various roots since it has been employed in the middle of the twentieth century in various public and other development programmes (Rose, 2000). The general theory of empowerment was evolved from Kanter's qualitative study of work environments in a large American corporation (Kanter, 1993). Accordingly, Kanter (1993) defines empowerment as the ability of an individual to independently make decisions and utilise available resources to realise the necessary goals. Likewise, the works of various scholars (e.g. Burke, 1986; Burpitt & Bigoness, 1997; Spreitzer & Doneson, in press) were reviewed to show how the concept of empowerment has evolved. Accordingly, the authors confirmed that empowerment was first 'conceptualised' as a feature of collaborating or as a view of shared authority and responsibility.

However, the definition of empowerment is apart from the above descriptions. This is because empowerment is one of the most difficult and essential elements to develop better commitment on the effective performance of school principals. It is difficult because it requires allocating responsibility by releasing some portion of control to the instructional leadership of secondary school. On the other hand, it is essential because it is a verified way of engaging principals in their respective schools. Gordon (2004, p. 11), defines empowerment in a comprehensive manner as "the ability to confront oppression, a sense of efficacy, a positive identity, autonomy, participation in decision making, motivation, and recognising and maximising inherent strengths". The general meaning of empowerment in the context of secondary school principal is, therefore, the authority and the capability to take autonomous action, within well-defined standards, which will actively influence the performance of instructional leadership roles.

Psychologists also define empowerment using their empowerment process model stating that, it is built on prior work in taking the following steps: "articulating empowerment as an iterative process, identifying core elements of that process, and defining the process in a way that is

practically useful to both researchers and practitioners with terms that are easily communicated and applied” (Cattaneo & Chapman, 2010, p. 647). Moreover, a series of significant statements are incorporated in defining empowerment as stated hereunder:

*In general, scholars view power as embedded in social interactions; these interactions are not limited to struggles for dominance but include the wide range of ways in which people exert influence. Thus, an increase in power is an increase in one’s influence in social relations at any level of human interaction, from dyadic interactions to the interaction between a person and a system. Keeping this understanding of power in mind, we define empowerment as an iterative process in which a person who lacks power sets a personally meaningful goal oriented toward increasing power, takes action toward that goal, and observes and reflects on the impact of this action, drawing on his or her evolving self-efficacy, knowledge, and competence related to the goal. (Cattaneo, Aliya & Chapman, 2010, p. 647)*

This definition notifies that the context of school leadership today is different from any other time in history. It is essential that contemporary issues and processes including self-strength, control, self-power, self-reliance, own choice, life of dignity in accordance with one’s values, capable of fighting for one’s rights, independence, own decision making, being free, awakening, and capability to be understood if instructional leadership is to result in relevant action (Cattaneo et al, 2010). Such descriptions are, therefore, embedded in schools’ value and their work culture. Consequently, empowerment could be defined as augmenting personal self-efficacy by sharing power and authority within the organisational hierarchy through the use of a set of managerial functions and techniques.

Principals greatly influence student achievement by working with teachers to shape a school environment that is conducive to learning. This would also be possible if principals are empowered and must be provided with the support needed to lead their schools to success. So, empowerment by and large, is defined as the development of gaining of power to make decision independently (Gutie’rrez, 1991; Kara et al., 1999; Masterson & Owen, 2006; Speer & Hughey, 1995).

It is observed that to some extent empowerment has been widely adopted and implemented in both public and private organizations, but relatively little research has been done on the conditions under which empowerment can be associated with enhanced instructional leadership role performance. To be successful in today's global competitive environment, education leaders need the knowledge, ideas, energy, and creativity of every instructional leader, from teachers to the top leader of the school, the principal. The best schools accomplish this by empowering their instructional leadership to take the initiative without pushing, to serve the collective interests of all stakeholders.

Over the last ten years, two complementary perspectives on empowerment at work have emerged. These perspectives provide us with a full feature for the definition of empowerment. Therefore, while the first perspective focuses on the social structural conditions that enable empowerment in the workplace, the second one focuses on the psychological experience of empowerment at work. Each perspective plays an important role in empowering principals and is briefly described in the sections below.

#### ***2.3.2.1 Structural empowerment***

It is indicated that the basis of the structural perspective on empowerment stems from theories of social relation and social power (Kanter, 1977, 1993). The emphasis is on building more distributed leadership through the sharing of power between followers and leaders with the objective of pushing power down the ladder of the educational chain of command. In this perspective, power means having official right or regulation over essential resources and the capability to make judgments pertinent to an individual's role and responsibility (Laschinger, Finegan, & Wilk, 2009; Armstrong & Laschinger, 2006). So, structural empowerment is about subordinates' involvement through increased delegation of responsibility throughout the education organisational hierarchy.

According to Kanter's (1993) and Laschinger et al.'s (2001, 2004) views and definitions of empowerment, at least four conditions are required for structural empowerment to take place in a school organisation. These are:

- **Access to opportunity** refers to the possibility for growth and movement within the organisation as well as the opportunity to increase knowledge and skills.
- **Access to resources** denotes one's ability to acquire the financial means, materials, time, and supplies required to do the work.
- **Access to information** deals with having the formal and informal knowledge that is necessary to be effective in the workplace (technical knowledge and expertise required to accomplish the job and an understanding of organisational policies and decisions).
- **Access to support** involves receiving feedback and guidance from subordinates, peers and superiors.

These four conditions are what many organisational behaviourists have based their work and studies on. They are identified as distinct sources of organisational power (Wagner, Cummings Smith, Olson, Anderson, & Warren, 2010). Kanter believed that access to empowerment structures is associated with the degrees of power an individual has in the organisation. It requires one to accept responsibility for one's actions, feelings and beliefs and understand that they are the foundation of one's behaviour. It also requires the desire and ability to determine and direct one's actions and thoughts.

Kim (2013) further states that the goals of the structural empowerment focus on knowing how institutional, social, economic, political, and cultural forces can cause the conditions that foster ineffectiveness in the place of work. Practically, institutions can change organisational policies, processes, practices, and structures away from top-down control systems toward high involvement practices where power, knowledge, information and rewards are shared with staff in the lower levels of the organisational hierarchy. For example, educational leaders at the woreda or regional level can change their strategies to let principals resolve their system problems so as to satisfy their customers beyond their anticipation rather than waiting for the endorsement of a superintendent (Laschinger, Michael, Leiter, Day, Gilin-Oore, & Mackinnon, 2012).

Such an idea is synchronised with Kanter's belief that a leader's power will grow by sharing the power through empowering others and, as a result, leaders will realise increased organisational performance. Kanter suggested that, if principals are provided with opportunities comprising accesses for advancement, resources, information and support to get themselves skilled, they will increasingly make informed decisions and accomplish tasks more effectively, thereby benefiting all the members of the school. Research on structural empowerment in educational settings (Laschinger, 2008a, in Wagner et al., 2010) indicates that changes in workplace structure can support better institutional leaders, reduce stress and increase instructional leaders' commitment to institutional goals, culminating in improved institutional outcomes that include improved learning of students.

In conclusion, Kanter indicated two additional systemic sources of power i.e. formal power and informal power that exist in organisations. While formal power accompanies high visibility jobs and requires a primary focus on independent decision making, informal power comes from building relationships and alliances with peers and colleagues (Wagner et al., 2010). Therefore, principals who believe their work environment provides access to these factors are empowered (Greco et al., 2006; Kanter, 1993; Mendoza-Sierra, Orgambidez-Ramos, León-Jariego, & Carrasco-García, 2013; Wong & Laschinger, 2013).

A common theme in the current principal management literature is the need to create a more empowered work environment in the school setting. Although the largest proportions of professional education workers are principals, the organisational support for them remains low (Laschinger, Sabiston, Finegan, & Shamian, 2001). The authors found many themes that reflect feelings of powerlessness from both managers and organizations. The principals do not receive recognition for their efforts, support, resources, and information required to achieve their goal. Thus, they feel dissatisfied with their work places. Kanter (1993) posits that employees' lack of access to power and opportunity structures often results in a sense of powerlessness and relates to negative behaviours, such as job dissatisfaction and ineffective role performance.

In general, structural empowerment deals with the descending delegation of responsibility in an organisation to give employees an increased capability of decision-making. The structure of

empowerment emphasises a work environment that results in the effectiveness of employees when they can access opportunities, resources, information, and support. However, Spreitzer (2007), believes that employees have experience of the nature of empowerment that is called “psychological empowerment” which is discussed hereafter.

### ***2.3.2.2 Psychological empowerment***

The structural empowerment emphasises a work environment that results in the effectiveness of employees when they can access opportunities, resources, information, and support. Most definitions focus on issues of gaining power and control over decisions and resources that determine the quality of one’s performance. Others also take into account structural inequalities that affect entire social groups rather than focus only on individual characteristics. Besides, writers explore empowerment at different levels: personal, involving a sense of self-confidence and capacity; and relational, implying ability to negotiate and influence relationship and decisions (Rowland, 1995).

The psychological approach puts less emphasis on delegation of decision-making. Instead, this approach stresses motivational processes in workers. That is, psychological approach views empowerment as various psychological cognitions that contribute to enhanced intrinsic motivation. Spreitzer (2007), believes that, employees have experience of the nature of empowerment that is called “psychological empowerment.” The author added that, psychological empowerment is an intrinsic motivator which allows workers to develop self-confidence or believe they are capable to efficiently accomplish roles. Such perception results in effective and satisfied employees.

Psychological empowerment is described as how public secondary school principals view themselves in the work environment and the extent to which they feel capable of shaping their position role (Spreitzer, 1995). As many researchers (e.g., Spreitzer, 2007; Hackman & Oldham, 1980) have noted, psychological empowerment has its roots in early work on employee alienation and quality of work life. Rather than focusing on managerial practices that share power with employees at all levels, the psychological perspective is focused on how employees experience empowerment at work. This perspective refers to empowerment as the personal

beliefs that principals have about their role in relation to the school organisation. When principals feel empowered at work, they experience four dimensions:

- **Competence:** Mentions how the secondary school principal is capable of performing activities with skill. It refers to self-efficacy specific to one's work, or a belief in one's capability to perform work activities with skill (Gist, 1987; Bandura, 1989, cited in Spreitzer, 2007).
- **Meaning:** States how the secondary school principal places a value on her or his work goals, resulting in high organisational commitment and concentration of energy. It involves a fit between the needs of one's work role and one's beliefs, values and behaviours (Hackman & Oldham, 1980).
- **Self-determination:** Refers to how the secondary school principal senses that one has a choice with regard to initiating and regulating actions and work behaviours. It reflects a sense of autonomy over the initiation and continuation of work behaviour and processes (e.g., making decisions about work methods, pace, and effort) (Deci, Connell & Ryan, 1989; Bell & Staw, 1989, cited in Spreitzer, 2007).
- **Impact:** Denotes how the secondary school principal has a degree of influence on outcomes in the school setting. This is the degree to which one can influence strategic, administrative, or operating outcomes at work (Ashforth, 1989, cited in Spreitzer, 2007).

All these four cognitions reflect an active, rather than passive, orientation to principal's leadership role. In other words, the experience of empowerment is manifested in all four dimensions, if any one dimension is missing, then the experience of empowerment will be limited. For example, if individuals have discretion to make decisions (i.e., self-determination) but they don't care about the kinds of decisions they can make (i.e., they lack a sense of meaning), they will not feel empowered. Alternatively, if people believe that they can make an impact but do not feel like they have the skills and abilities to do their job well (i.e., they lack a sense of competence), they will not feel empowered as well.

Moreover, the distinction between affective outcomes and performance outcomes of psychological empowerment was recognized by Spreitzer et al. (1997) in Kluska, Laschinger & Kerr (2004). They asserted that the Meaning and Self-determination dimensions were related to

job satisfaction, an affective outcome, whereas the Competence and Impact dimensions were related to work effectiveness, a performance outcome. In their study, job strain was significantly related to psychological empowerment dimensions that affect both affective and performance outcomes (Meaning and Competence). This finding proposes that employees who believe that their work activity is consistent with their value system, yet feel they do not have what it takes to do their job well, will experience high levels of job strain.

While the social-structural perspective is limited because it is organisationally-centric, the psychological perspective is also limited because it is individually-centric. A complete understanding of empowerment at work requires the integration of both perspectives. In the sections below, it will be explained how the empowerment and the effective performance of instructional leadership roles by principals are related.

Spreitzer (2007) describes psychological empowerment as a group of psychological states essential for a person to feel that he or she can control the relationship to his or her own work. Instead of focusing on managerial practices which share power among employees at different levels, the psychological vantage point focus on employees' experience of their own work and the nature of that unique experience. Spreitzer developed and validated the measurement of psychological empowerment in the workplace based on cognitions that reflect an individual's orientation to his or her leadership role: meaning, competence, self-determination, and impact. According to Spreitzer, employees are empowered because they increase their organisational commitment and enhance role performance effectiveness.

### **2.3.3 Conclusion**

As indicted in the review of literature cited above, empowerment is essentially dealing with issues and processes related to power, autonomy, confidence, regulatory, own choice, self-respect, values, being free, independence, own decision making and capability to be understood if instructional leadership is to result in required achievements. Empowerment is both a value orientation for working in the school community and a theoretical model for understanding the processes and consequences of efforts to exert control and influence over decisions that affect the principal's role, managerial functioning, and the quality of role performance. It was discussed



that there is a distinction between the values that trigger an empowerment process to effective role performance of instructional leadership by principals and empowerment theory. The value orientation of empowerment suggests goals, aims, and strategies for implementing leadership roles. While the social structural conditions enable empowerment in the workplace, the psychological experience of empowerment provides intrinsic motivation to effectively perform leadership roles.

It is clearly discussed that, while the structure of empowerment emphasises a work environment that results in the effectiveness of school principals when they can access opportunities, resources, information, and support; psychological empowerment is a motivational process or belief that is an individual, personal feeling. The process enables staff and schools to set and attain goals. In fact, psychological empowerment will increase employees' feelings of power to get things done. Any management strategy that does not meet employees' self-determination needs or self-efficacy beliefs, however, will make principals feel powerless. The next section of this chapter will be devoted to describe how all of the dimensions of both structural and psychological empowerment which have been discussed in the previous section are related with the effective performance of the instructional leadership role by principals. Each perspective plays an important role in empowering public secondary school principals and is described in the sections below.

## **2.4 THE RELATIONSHIP BETWEEN EMPOWERMENT AND EFFECTIVENESS IN INSTRUCTIONAL LEADERSHIP ROLE PERFORMANCE OF PRINCIPALS**

### **2.4.1 Introduction**

This part of the literature review examines the relationship between empowerment and effective performance of their instructional leadership role by principals. As discussed in the previous part of this chapter, empowerment is clearly a wise strategy for schools success in increasing role effectiveness, goal achievements, and organisational commitment among principals. More specifically, research on the link between empowerment to effective instructional leadership role performance is discussed in this part of the literature study. This literature study will also help to identify leadership behaviours needed by principals who are committed to successfully leading public secondary schools in which instructional leadership flourishes. It is believed that the

complex process of school accomplishment will be successful only if it involves everyone in the organisation bearing the importance of distributed leadership in mind.

In addition, this review of literature adds to the body of knowledge on the topic of the institutional value of successful empowerment models in that it provides insight into giving equal attention to the process and outcomes, developing a culture of empowerment, and valuing instructional leadership development as distributed leadership. While there is little disagreement about the vital role played by principals in the Ethiopian situation, limited attention has been given to providing principals with accesses to opportunity, self-development, and the support needed to become more autonomous and empowered in assuming their professional responsibilities.

#### **2.4.2 The possible link between empowerment and instructional leadership**

Empowerment is found to be indispensable in the global learning environment that contributes to schools' success. Empowerment can be considered either as a goal or as a process. Empowerment as a goal underlines the devising of control, whereas it underscores the process to determining the goals and means necessary to create professional relations (Tengland, 2008). If a school is to be instructionally successful as a learning community, it will be because of the empowered leadership of the principal that brings people into decision-making (Darling, 1996; Rowlands, 1995) as a process; and provides future-oriented management instead of dealing with daily routines (Baird & Wang, 2010) as a goal (Balkar, 2015).

While educational leaders are encouraging the cooperation of principals and teachers in an instructional process with an understanding of distributive leadership, the consequence will be empowering by enabling them to evaluate their own learning environments (Bogler & Nir, 2012; Vernon Dotson & Floyd, 2012 in Balkar, 2015). As a consequence of empowerment, leaders at all levels access information to evaluate and pinpoint learning needs, develop solutions, assign responsibilities, allocate resources. By and large, the inclusion of instructional leaders in the decision making processes using the participative leadership approach enables them to develop empowerment (Sarafidou & Chatziioannidis, 2013 in Balkar, 2015).

As discussed earlier in this chapter, structural empowerment is viewed as a top-down approach to empowering principals, whereas psychological empowerment refers to increased intrinsic task motivation or enhanced feelings of self-efficacy by fulfilling one's needs for self-determination (Conger & Kanungo, 1988; Thomas & Velthouse, 1990). Hence, this part of the literature review is trying to answer the question: *“What is the relationship between empowerment and the effective performance of the instructional leadership roles by principals?”* This study is stimulated by the numerous benefits and advantages of empowerment and its crucial role in the principal's effective performance.

In today's global environment, school leaders need to be given more freedom and independence for striving to meet the challenging job requirements. School principals should be given opportunities to be more creative and responsible. Research indicates that there is significant correlation between the dimensions of empowerment and principal performance. Chen (2011) in Awamleh (2013, p. 314) revealed that “employees' performance will improve significantly when they are empowered with autonomy, freedom and opportunities to influence decision making in their jobs or organizations”. It has been further reported by Ke and Zhang (2010) that psychological empowerment, comprising autonomy, competence, meaningfulness and impact, has a constructive relationship with the principal's performance as a government employee (Awamleh, 2013).

Though the reviewed literature indicated that the concepts of structural and psychological empowerment have been developed in two separate research streams, other scholars cordially suggest that the two constructs are closely related (Conger & Kanungo, 1988; Spreitzer, 1995, 1996). Conger and Kanungo (1988) further declare that, the use of managerial strategies and techniques such as participative leadership, goal setting, feedback systems, and contingent or competence-based rewards are the conditions that can empower subordinates in a motivational sense. Spreitzer (1995) also ratifies that, access to information about organisational mission and work unit performance, reward systems based on performance, and participatory climate are positively related to the cognitions of psychological empowerment. Consequently, such empowerment practices and techniques can be viewed as triggering the psychological state of

empowerment. Structural empowerment may also have influences on work attitudes and behaviours through its impact on psychological empowerment.

This study, therefore, sees principal empowerment as a structural and managerial approach since it is an important antecedent to psychological empowerment and provides implications about how public school leaders should use empowerment practices and techniques to increase the effectiveness of principals in their instructional leadership roles. For that reason, these constructs contribute to the effective performance of principals' roles identified by Day et al. (2010) as dimensions of successful instructional leadership.

In responding to the research question of this research, eight sub-questions are examined. In examining these research sub-questions, the researcher focuses on those dimensions of successful instructional leadership identified by Day et al. (2010). These dimensions of successful leadership include: defining vision, values and direction; improving conditions for teaching and learning; redesigning and enriching the curriculum; restructuring the organisation: redesigning roles and responsibilities; enhancing teacher quality (including succession planning); building relationships outside the school community; enhancing teaching and learning; and building relationships inside the school community. The results of various research works have verified that, empowerment influences principals' performance of the instructional leadership role on both psychological and operational levels (Liden, Wayne & Sparrowe, 2000; Sparrow, 2004; Spreitzer, 1995; Spreitzer, Kizilos & Nason, 1997 in Sutherland et al., 2007).

Despite the effect of empowerment on principal performance that has been researched extensively in the developed nations (Rothman & Coetzer, 2003), the relationship between empowerment and the role performance of instructional leadership has not yet been thoroughly empirically researched in the Ethiopian context. The reason is that the context of Ethiopian school leadership is unique and distinct from other situations. It can be described as an environment where situational factors are extensively governed by laws incorporated in the policy document of the Ministry of Education (MOE, 2004), whereas the discrimination against principals like other government employees on the basis of disposition factors remains highly controversial (Rothman & Coetzer, 2003). Hence, in today's competitive global world, it is

obviously understood that the unique features of effective practices are the assertiveness and performances of their staff at all levels of the organisation (Sutherland, Bruin & Crous, 2007).

It is indicated in the results of some research that situational and dispositional reasons could also be taken as workers' enactment in the field of human resource management of educational organisations (Rothmann & Coetzer, 2003). Organisational policies and procedures, management practices, autonomy, and teamwork should, therefore, be taken as inclusive situational sources of principals' performance (Liao & Chuang, 2004). Personality characteristics, needs, attitudes, preferences, cognitive ability, emotional intelligence, and motives are referred to as dispositional variables (Douglas, Frink & Ferris, 2004; Mount, Barrack & Strauss, 1999; Rothman & Coetzer, 2003).

It seems that as consequences of such variables empowerment becomes a widely used notion in the current organisational settings which has been instilled in both the theoretical and empirical research works (Laschinger, Finegan, Shamian, & Wilk, 2001, 2004 in Orgambídez-Ramos & Borrego-Alés 2014). The idea of empowerment is meticulously associated with the effective performance of the dimensions of instructional leadership in order to have a successful school with the appropriate use of the workforce of the school (Siegall & Gardner, 2000). Conger and Kanungo (1988, p. 471), go on to say that empowerment "is a principle component of managerial and organizational effectiveness... [and] empowerment techniques play a crucial role in group development and maintenance". With any school looking for leaders who take the leading role in reacting innovatively to the problems faced by their school, empowerment is found to be a vital tool at both the micro and macro levels of the education system.

However, empowerment plans may not sometimes be successful for various reasons (Siegall & Gardner, 2000) so that a better understanding of which organisational factors positively influence empowerment would be useful in order to get its benefit (Orgambídez-Ramos & Borrego-Alés, 2014). Though this study examines how to empower public secondary school principals in Amhara regional state of Ethiopia to increase the effectiveness of their instructional leadership roles, the key features of distributed leadership, as identified in the literature, can be regarded as an act of influencing the activities of all members of school organisation towards goal setting and

goal achievement. It seems true for the reason that many authors are suggesting ‘distributed leadership’ is considered the contemporary brand for ‘transformational leadership’, ‘participative leadership’, ‘shared leadership’, and ‘democratic leadership’, if empowerment is implemented. However, as Cunningham and Cordeiro (2009, p. 212) described the current meaning of it as, “Leadership is no longer thought of as an individual but instead as a practice in the new ‘flat world’ of the twenty first century”. If instructional leadership is found to be empowered, this perhaps differentiates distributed leadership from shared or participative leadership in that duties and responsibilities are shifted to the rest of the members rather than shared with others.

It is, moreover, discussed that empowering the public secondary school principal has been studied as a relational or a psychological construct. From a relational perspective, principal empowerment is generally defined as sharing power and authority with lower level staff within the organisational hierarchy through the use of a set of professional practices and techniques. Researchers and practitioners have often focused on leadership practices such as employee participation and delegation, contingent reward systems, and goal setting as key strategies to empower subordinates (e.g., Conger & Kanungo, 1988).

It has been so far stated in the previous part of this chapter that, the organisational structures of empowered school leaders involve in having access to information and resources, receiving support, and having the opportunity to learn and grow. Access to these structures results in increased feelings of autonomy, higher levels of self-efficacy, higher levels of confidence, and increased organisational responsibility. Based on Kanter’s argument, the impact of such an access within the organizational structure on leader behaviour is far greater than the impact of leader’s own personality characteristics.

While relational or structural empowerment is viewed as a top-down approach to empowering principals, psychological empowerment bears increased intrinsic task motivation or enhanced feeling of self-efficacy by fulfilling one’s needs for self-determination (Conger & Kanungo, 1988; Thomas & Velthouse, 1990). According to Thomas and Velthouse (1990) and Gordon (2004), psychological empowerment of instructional leadership means enabling the principal’s emotional, cognitive, social and moral development so as to increase intrinsic motivation.

Therefore, it is possible to conclude that the theme building principals' distributed leadership behaviours should engage in promoting empowerment paradigms and the development of instructional leaders. Empowered principals are found to promote collaboration and shared decision-making through the enhancement of student learning and supported by encouraging staff to participate in instructional leadership.

Many researchers (e.g., Liden et al., 2000; Laschinger et al., 2001 and Dewettinck et al., 2003) have also reported in their studies that job satisfaction and empowerment have a positive relationship so as to result in effective role performance. According to these authors, empowered principals as government employees are more likely to be satisfied with their job accompanied by effective role performances compared with the less empowered ones. Among the empowerment dimensions, the strongest theoretical argument for a positive relationship with effective role performance and job satisfaction through psychological empowerment was meaningfulness (Liden et al., 2000). As a consequence of empowerment, it was also emphasised in the late 1950s by Herzberg (1959) that job satisfaction is an important precondition for effective role performance so that the individual finds the work personally meaningful (Dewettinck et al., 2003).

In contrast, Thomas and Velthouse (1990) noted that low recognition of meaning is being associated with indifference towards their work followed by ineffective role performance. It has been certainly stated earlier by Reitzug (1994, p. 292) that, "empowering leadership behaviour implies providing autonomy with responsibility for supporting practice, shifting problem solving responsibility to teachers, communicating trust, encouraging risk taking, honoring teachers' opinions, developing teams, modeling inquiry, and providing resources to be used on the students' behalf". This confirms that, when principals experience empowerment at work, a positive outcome is likely to occur.

When employees experience more empowerment, they report less job stress and more job satisfaction and organisational commitment. They are also likely to have fewer turnovers of their employees. It has frequently been discussed that, empowerment does affect principals' attitudes,

their performance (i.e., managerial effectiveness and employee productivity/performance) and work behaviours (i.e., innovation, upward influence, and being inspirational to others).

Research on empowered leaders also indicates positive outcomes. More empowered principals have better role performances, higher quality instructional process, and more customer satisfaction than less empowered leaders. Empowered school principals are also more proactive, less resistant to change, satisfied with their jobs, and committed to their profession and the school. As thoroughly discussed above in this part of the literature study, it is revealed that empowerment is particularly important in certain kinds of contexts. Empowerment is found to be especially important in virtual settings where people do not have-to-face interactions and must work independently.

Therefore, empowerment has been found to be particularly important to preserve the hope and attachment of secondary school principals during times of instructional process. The reviewed literature has also indicated that, while social-structural empowerment enables psychological empowerment, the converse result is expected to happen. Principals who experience empowerment at work seek out and shape their work contexts to further enable themselves to be empowered. They act to create and sustain work environments that provide social-structural empowerment.

### **2.4.3 Conclusion**

This literature study provided insight into the notion of the relationship between empowerment and effective role performance of principals. To this end, for over decades research findings have demonstrated the relationship between empowerment and role performance among instructional leaders. It was found in the reviewed literature that public secondary school principals' empowerment is strongly related to perceived control over professional practice and, subsequently, that empowerment is related to the effective performance of the instructional leadership role by principals. Moreover, formal and informal power variables were found to be significant predictors of access to work empowerment structures. The relationship between structural and psychological empowerment and effective role performance by principals results in organisational commitment, and provides a vital strategy for educational organizations to



pursue their efforts to solve the current challenges of school leaders. Thus, educational leaders should be encouraged to know how their employees feel about their current jobs.

## **2.5 CONCLUSION**

Conceptualising the concepts of instructional leadership and empowerment was the theme of this chapter. In the reviewed literature some key elements of instructional leadership were identified and discussed. Instructional leadership requires principals to improve teaching and learning in public secondary schools. Hence, instructional leadership could be defined as the capability of principals to lead the academic staff of the school to improve the instructional process via the crafting of a conducive learning environment, developing of teacher quality and professional competence, as well as clear supervision of the continuous improvement of both teachers' and students' learning.

Based on the reviewed literature, teaching and learning must be at the top of the priority list on a consistent basis. It is also discussed in this chapter that leadership is a balance of management and vision. The literature study highlighted that distributed leadership has an impact on public secondary school principals who play an important role in the formative process of shared leadership development. The emergent themes revealed that, when principals engage in specific and preferred behaviours, leadership ability can occur as can the empowerment culture. This refers to the possibility of principals contributing to shared leadership development within the context of the daily activities and interactions of a school environment and improving the culture of the school simultaneously. Given the need for school leaders to focus on the use of their time and talents for instructional leadership roles, such an offer is quite considerable.

Today, many educational organisations have implemented some kind of empowerment initiative for at least some of their staff members. To be successful in the contemporary school environment, principals need the knowledge, ideas, energy, and creativity to be effective instructional leaders. The best educational leaders accomplish this by empowering their school principals to take the initiative without pushing to serve the collective interests of the school. The reviewed literature also examined the relationship among different elements of social structural empowerment and the psychological experience of empowerment to the effective performance of

instructional leadership roles by principals. In an array of studies, principals experience more psychological empowerment under the following conditions: wider spans of control between leaders and subordinates, more access to information about the mission and performance of the school, rewards based on individual performance, role clarity, enriching job characteristics, and supportive school cultures where principals feel valued and affirmed. Strong work relationships also enable feelings of empowerment. The school principals experience more empowerment when they have more socio-political support from subordinates, peers, superiors and other stakeholders. Principals also experience more empowerment when their leaders are approachable and trustworthy.

Finally, the following chapter, Chapter Three, will address the third objective i.e. “to examine in what ways secondary school principals demonstrate their instructional leadership roles and review where instructional leadership fits into the holistic leadership role of the principal” (to be addressed in Chapter Three of the literature study). The conceptual framework for the study will be included in the third chapter so that the structural empowerment theory by Kanter (1993), the psychological empowerment theory by Spreitzer (1995) and the empowerment theory of Spillane (2001) are used as conceptual frameworks for the study. The instructional leadership roles of secondary school principals across the globe will also be reviewed against the dimensions of effective instructional leadership developed by Day et al. (2010). The variety of interpretations of educational leadership with special emphasis on transformational, instructional and distributed leadership will be analysed and the key features are combined to form a concept that will be used for this thesis.

## **CHAPTER THREE**

### **3. LEADERSHIP BEHAVIOUR AMONG SECONDARY SCHOOL PRINCIPALS IN ETHIOPIA: THE PLACE AND ROLE OF INSTRUCTIONAL LEADERSHIP**

#### **3.1 INTRODUCTION**

Chapter Three deals with a literature study to address the third sub-aim of the study which focuses on *to determine the instructional leadership role of public secondary school principals and to establish how this role fits into the holistic leadership behaviour of the principal*. This chapter draws upon existing research to develop a rationale for this study. The review of the literature is divided into four parts. The first part focuses on leadership behaviour among Ethiopian secondary school principals. The second part explores school leadership development in Ethiopia. Since the role of the principal is central to this study, providing this information outlines how their position has grown and is considered to be changed in its areas of practice since its establishment in the country.

The third part of this chapter describes the dimensions of effective instructional leadership in the Ethiopian context. In viewing the dimensions of effective school leadership, the principal plays a vital role to explicitly frame the school system and school goals, purposes, and mission as the consequences of crafting a clear vision in order to improve conditions for teaching and learning. The fourth part explores instructional leadership practices and their impact on student achievement. Leadership by principals takes the lead in defining a clear direction for their schools and professionally coordinating efforts towards increasing student achievement. All discussions in this chapter are linked to the conceptual framework of this descriptive survey research which has been discussed in Chapter One. Therefore, the succeeding section, section 3.2 is devoted to discussing leadership behaviour among Ethiopian secondary school principals.

#### **3.2 LEADERSHIP BEHAVIOUR AMONG ETHIOPIAN SECONDARY SCHOOL PRINCIPALS**

##### **3.2.1 Introduction**

Examining the instructional leadership behaviours of school principals helps to explore the desirable aspects of effective leadership. These desirable aspects of effective leadership are

directly related to student achievement. Subsequently, focusing on current school climate and increased interest in school accountability has significant impact on the effective performance of instructional leadership roles by public secondary school principals. So, this contextual factor illustrates how and why public secondary school principals' behaviours are influencing our thinking about instructional leadership and how their role fits into the holistic leadership behaviour of the principal. So, this section of the literature deals with leadership behaviour among Ethiopian secondary school principals.

### **3.2.2 Leadership behaviours exhibited in performing instructional leadership roles among Ethiopian secondary school principals.**

The sources of leaders' behaviour are the beliefs they have and the dispositions that they display which profoundly influence this behaviour. Leadership behaviour is conceived as the initiation of discussions about values, philosophies, epistemologies, perceptions, and attitudes which stimulate reflective thinking about personal behaviour (Cunningham & Cordeiro, 2009). Efforts have been made to precisely determine what good leaders perform and then making relationships between those particular behaviours and their leadership effectiveness (Yukl, 2002). To this end, Bell added that "Focusing on the direct relationship between behaviours (inputs) and consequences (out-comes) takes the discussion a notch higher" (2006, p. 63). It is further suggested that myriads of tools capture the elusive variances of abilities and character, but plenty of such variations are markedly deprived of systematic valuation. Bell for example pointed out some of the various driving factors of leaders' behaviour:

*One person may place a high importance on synergy and teamwork, while another may prefer independence and working alone. One may thrive on change and variety, while another needs order and predictability. For some, its structure and precision, and for others it's fun and spontaneity; for some it may be the goal of the task. Some are gifted communications, others are not. One may be an extrovert and another introvert; some are more abstract and others more concrete in their style of thinking (2006, p. 63).*

According to Bell (2006) such a difference is a function of individual talent and personality, not of the paradigm and values. Folkman (2010) states that leadership behaviour influences

employees' role performance. Therefore, employee's satisfaction and commitment have significant correlation with leadership effectiveness of their direct supervisors. The author believes that "...the quickest and most reliable way of increasing employee satisfaction and commitment is to provide employees with a more effective leader" (Folkman, 2010, p. 1). Research in this area further indicates that while early theories tend to focus upon the characteristics and behaviours of successful leaders, later theories (situational) begin to consider the role of followers and the contextual nature of leadership. Consequently, different patterns of behaviour are observed and categorised as 'styles of leadership' (Cunningham & Cordeiro, 2009). This is derived from the notion that style is the function of one's speculative frames of reference and way of thinking. This area has probably attracted most attention from practicing managers. Though most leaders give little or no consideration to the philosophy that drives their behaviour, Folkman (2010, pp.2-4) has identified nine substantial behaviours, that if enhanced, will have the maximum effect on staff satisfaction/commitment as consequences of effective role performance including:

- **Inspire and motivate others:** Leaders who are effective at inspiring and motivating others have a high level of energy and enthusiasm. They energise their team to achieve difficult goals and increase the level of performance from everyone on the team. Many leaders focus on accomplishing tasks in their job description while forgetting to inspire. This is a mistake. Without inspiration, employees do an adequate job. However, when inspiration is a focus, leaders unlock a level of additional effort and energy that can make the difference between organisational success and failure. The point is every leader needs to find ways to inspire their employees to higher performance.
- **Drive for results:** The drive for results is a critical behaviour to success. However, some organisations are all push (drive for results) and no pull (inspiration), which ultimately reduces motivation. Conversely, all pull and no push does not work well either. A healthy balance between the two behaviours is necessary. Leaders who are effective at driving for results are skilful at getting people to stay focused on and stretch for the highest priority goals. They establish high standards of excellence for the work group. Leaders who do this well are not afraid to ask their employees for a higher level of performance and continually remind them of their progress relative to the goal.

- **Strategic perspective:** While the first two behaviours focus on getting activity to occur, the third behaviour focuses on the direction of that activity. Leaders who provide their team with a definite sense of direction and purpose tend to have more satisfied and committed employees. These leaders make a clear distinction between the overall picture and the details of day-to-day activities. The most successful leaders are constantly reinforcing where the organisation is heading and the key steps that lead to success. Employees need to see how their hard work makes a difference, and how it helps get the organisation closer to achieving success.
- **Collaboration:** Possibly one of the most common challenges in today's organisations is the lack of collaboration between groups within an organisation. One team is competing for the resources or recognition against other teams. Information is not shared, customers are not well-served, and work frequently gets stalled. This conflict and lack of synergy frustrates and discourages employees. Leaders who promote a high level of cooperation between their work group and other groups create a positive and productive atmosphere in the organisation. When leaders demonstrate that they can achieve objectives that require a high level of intergroup cooperation, synergy is created and every employee enjoys the work experience.
- **Walk the talk:** A key behaviour in creating a satisfied and committed workforce is the very basic and fundamental skill of being honest and acting with integrity. Leaders need to be role models and need to set a good example for their work group. Leaders create cynicism and lose trust when they say one thing and do another, such as telling employees that the budget is tight and to curb all expenditures, but then proceed to stay in five star hotels and eat in expensive restaurants. Every leader needs to look at their behaviour critically and ask the question, "Am I walking my talk?"
- **Trust:** Trust can be built or destroyed over time and it is built in different ways. Leaders can engender trust by becoming aware of the concerns, aspirations, and circumstances of others. The reality is that we tend to trust our friends more than our enemies. Trust can also be built through knowledge and expertise. Folkman (2010) says that people trust leads "Employees need to see how their hard work makes a difference and helps get the organisation closer to achieving success". "The reality is that we tend to trust our friends

more than our enemies” (Folkman, 2010, pp.2-4). Leaders with deep expertise and knowledge project confidence in their ability to make informed decisions. We further build trust with others through consistency. When leaders are consistent and predictable, others acquire confidence and trust in them. Finally, trust can be built from a leader’s rock-solid honesty and integrity. Even when there are direct reports, know that they would never be told anything that is not 100 percent accurate and factual, they trust that leader. Consistency is the key to building this kind of trust.

- **Develops and supports others:** When leaders work with employees and push them to develop new skills and abilities, they are building higher levels of employee satisfaction and commitment. Employees who develop new skills become higher performers and more promotable. Effective leaders are thrilled by the success of others. Leaders can promote greater employee development by creating a learning environment in which people are encouraged to learn from mistakes, take the time to analyse their successes, and understand what went well.
- **Building relationships:** Leaders who stay in touch with issues and concerns of individuals in the work group have employees with higher levels of employee satisfaction and commitment. In the study, these leaders were perceived as being able to balance “getting results” with a concern for others’ needs. That does not mean that they are not focused on achieving results. Rather they balance individual needs against organisational deadlines and demonstrate that they value the individual. They create strong positive relationships with team members.
- **Courage:** The leaders with the highest levels of employee satisfaction and commitment are courageous. They do not shy away from conflicts. They deal with issues head on, and when they see the first signs of problems within their teams, they address it directly and candidly. Some leaders assume that conflicts will work themselves out and the problems will simply disappear. They only fool themselves with this kind of thinking. It takes courage to address issues, resolve conflicts, and insist that everyone is accountable.

Thus, the principal’s expectations about an individual and the way he or she treats that individual may possibly shape his or her behaviour. There is a great deal of diversity in the personal styles that staff members bring to their school. It is also advisable to mention at this juncture the

scientific analyses given by one of the early studies on leadership to acquire instructional leadership behaviours among Ethiopian secondary school principals. Compliance theory of Etzioni (1975) for example illustrates how to create a typology of power and how subordinates respond.

The types of power presented for this discussion are coercive, enumerative and normative, and the three types of responses are alienation, calculation, or commitment. Cunningham and Cordeiro (2009) assert that “coercive power” is the typical feature of authoritative leadership who exercises one-way communication, followers' roles clearly communicated and close supervision of performance. Such a leader usually tends to use force and fear to control subordinates and more often than not generates isolation among the more mature workers. Whereas “utilitarian power” promotes two-way communication, listening, providing support and encouragement and facilitate interactively involve follower in decision-making. This type of power is a means to create extrinsic rewards that are based on an external locus of control which in turn best with a calculative response based on the utility of the rewards to the individual who is motivated in this way. The other reverse side of power is known as “normative power” uses intrinsic rewards based on a central focus of control that provides individual with self-decision making authority in which the value of the work itself, to the individual, serves as the motivator and the response is commitment. However, it is believed that problems can happen if there is a discrepancy of approach.

This analysis indicates that leadership could be classified on the basis of how the leader handles numerous decision-making situations such as authoritarian, democratic, and laissez-faire. It is reported that subordinates favoured democratic styles, remained violent or indifferent under authoritarian styles, and that laissez-faire produced hostile behaviour. Somewhat better efficiency was achieved through authoritarian leadership rather than democratic leadership but the efficiency was inferior under laissez-faire leadership. As stated previously, these styles serve as screens through which the individual views people, tasks, and organizations (Cunningham and Cordeiro, 2009). Likewise, almost all the recent researches' results identified the contemporary leadership behaviours. Burns (1978), one of the eminent researchers, to give an example, formulated the idea of “transactional” types of leaders who guide or motivate their followers in



the direction of established goals by clarifying role and task requirements. In comparison, transformational leadership is a process in which “leaders and followers raise one another to higher levels of morality and motivation” (Burns, 1978, p. 20). To this end Burns suggested that transformational leadership and transactional leadership are on a continuum. Bass (1985) expanded on Burn’s theory, but distinctly breaking up the continuum into two types of leadership. A transformational leader is one who motivates the followers to do more than they would ordinarily do. Transformational leadership can be achieved in any one of the three interrelated ways (Bass, 1985, n.p.):

- By raising our level of awareness, our level of consciousness about the importance and value of designated outcomes, and the ways of reaching them.
- By getting us to transcend our own self-interest for the sake of the team, organization, or larger polity.
- By altering our need level of Maslow’s hierarchy or expanding our portfolio of needs and wants.

In contrast, Bass’s definition of transactional leaders extends the definition to supervisory-subordinate relations in general (1985). Bass’s (1985, n.p.) definition described the relations between leader and follower as:

- Recognises what it is we want to get from our work and tries to see whether we get what we want if our performance warrants it.
- Exchanges rewards and promises of reward for our effort
- Is responsive to our immediate self-interests if it can be met by our getting the work done.

Unlike transformational ones, a transactional leader generally does not appeal to the values, morals, or other intrinsic characteristics of most people. The above two leadership theories provide a framework for the historical evolution of instructional leadership which is discussed in the next section of this chapter. Leadership in social organizations evolves as the social and political climate influence the organization. Thus, the instructional leadership construct amalgamates trait, behaviour, contingency, charismatic and transformational theories. Effective

instructional leaders are intensely involved in curricular and instructional issues that directly affect student achievement (Cotton, 2003).

Cunningham and Cordeiro (2009, p. 183) further characterised autocratic type of leadership behaviour to be relied deeply on “the institutional authority of bureaucracy by carefully controlling the workforce, structuring the work, following standard operating procedures, emphasizing the importance of respect for positions of authority, threatening economic and professional harm to those who do not follow directives, and praising those who do”. This is because the leader is granted the power to force followership. Such a conclusion confirms the findings of the research conducted on Ethiopian secondary schools by Dessalegn (2014) and Wondimu (2014) who found that principals are unable to perform their instructional leadership roles with building trust and collegiality, developing people and aligning them toward a shared vision and then releasing their creative energies to work in cooperation and harmony to achieve desired results. This is because autocratic approaches actually cause individuals to move toward immature behaviour so that “they might trigger the lazy, indifferent, and intransigent reactions that are described as type X behaviours” (Cunningham & Cordeiro, 2009, p. 184).

Although behaviours inevitably need to be addressed, there is a clear need to prepare principals to accept the role of instructional leadership within their schools. To be professionally competent instructional leaders (secondary school principals) need to develop “a sound philosophy from which sound behaviours can flow” (Bell, 2006, p. 52). The importance of the role of the public secondary school principal in Ethiopia is ongoing as schools are increasingly expected to deal with a range of social and economic issues. However, the quality of secondary school leadership in Ethiopia frequently falls short of the ideal like other sub-Sahara African countries. It was noted by UNESCO (1996) that education systems almost all over SSA are led poorly and managed inefficiently. In spite of the huge prospects of school principals, numerous have possessed neither of the aforementioned worthy behaviours.

It was revealed in a study of 31 African countries that only less than ten percent of them had been provided with comprehensive training programmes in the area of educational leadership (Mulkeen et al., 2005). So far, these programmes were criticized for being unsystematic and

inadequate in content and coverage, lacking follow-up, and failing to address the real needs of instructional supervision (de Grauwe, 2001; Dadey and Harber, 1991). Not only this but the training has also been biased and focused only on skills for how to budget, analyse data, or design an evaluation (Gillies, 1973; Adams, 1998 in Mulkeen et al., 2005). Nevertheless, much of the training needs to be focused on strategic thinking, analysis of cross-impacts, and developing the ability to work with stakeholders. Although the principals have strategic planning skills, the basic problem in their preparation is often found to be a lack of fundamental understanding of the education process. They have no adequate knowledge of what inputs and processes can reasonably be expected to contribute to increased student learning. Lacking this, principals are left to react to daily events and ongoing political pressures so that principals' empowerment is being influenced.

Though instructional supervision is one of principals' major components of the teaching-learning activities, many do not even regard it as part of their role. However, being part of SSA countries, teacher supervision in most regions of Ethiopia is the responsibility of officials operating from the provincial or woreda level (Mulkeen et al., 2005). This would appear to remove supervision from the principal who is most aware of a teacher's pedagogical skill and assign it to individuals removed from the school context. In the Ethiopian context supervisors who are non-school members may visit a school sporadically or not at all. They often view their role more as one of enforcing rules than the supportive role of discussing practice with teachers and demonstrating how practice can be improved. Preferably, this in turn makes principals disempowered and unable to motivate school members for achieving instructional leadership goals. Moreover, in many cases the relationship between principals and supervisors is less than ideal. Principals may have little respect for the expertise of supervisors, especially when the supervisor's salary is less than that of a principal. These differences may be more acute at the secondary level, where supervisors tend to be recruited from subject specialists who have little or no management experience (de Grauwe, 2001).

The weakness of school leadership is often reinforced by the mechanisms for the selection of school principals. Mulkeen et al. (2005, pp. 33-34) cited various authorities to explain the weaknesses of school leadership practices in SSA including Ethiopia. "The dominant tradition

has been to recruit from within the teaching profession, often as a reward for good performance, long years of service, or ideological compatibility with the existing political orientation of government" (Dadey and Harber 1991 in Mulkeen et al., 2005, pp. 33-34). Principals rarely have specific training for the new responsibilities they face, especially before taking up their posts. Besides, "Professionals claimed that the relatively flat structure of the teaching career provides scarce opportunities for people to develop leadership skills in middle management positions" (Macdonald, 1999p. 845 in Mulkeen et al., 2005, pp. 33-34). In a real sense newly appointed principals may lack legitimacy in the eyes of teachers, who view them more as peers than supervisors.

The frequent use of seniority and ideology as the basis for promotion, in combination with lack of specific job training, often results in principals being a rather conservative group, with little motivation to innovate or support new school or classroom practices (de Grauwe 2001, 15; Dadey and Harber 1991). There is a need for supervision of principals and for clear consequences when principals are found to have behaved improperly. There is also a need for empowering principals to examine issues of impoverished leadership behaviours and develop the means to tackle them. So far, the survey study of leadership behaviour among Ethiopian secondary school principals is made up of a literature review that will be verified by a field study to explore issues identified in the literature.

### **3.2.3 Conclusion**

This part of the literature review examined the effect of instructional leaders' behaviour on staff satisfaction and commitment as a consequence of effective role performance. It was discussed that transformational leadership is a process in which "leaders and followers raise one another to higher levels of morality and motivation" (Leithwood, 2004). In comparison, transactional political leaders motivate followers by exchanging services or rewards for certain acts of behaviour, whereas successful instructional leaders are deeply involved in curricular and instructional issues that directly affect student achievement.

It was discussed that a principal is an educational leader who promotes substantial behaviour, which, if empowered, inspires and motivates others, drives for results, provides a strategic

perspective, promotes collaboration, builds trust, supports others, builds relationships and takes courage to resolve conflicts and insist that everyone is accountable. The reviewed literature revealed that principals are expected to establish conditions that foster personal empowerment and enhance the development of organisational members and to synchronise shared power and decision making among a group of individuals both internal and external to the school setting. At the same time, principals are encouraged to build a community of leaders and learners who will effectively shape the school environment to support increased productivity among students. The next section is devoted to discussing the dimensions of effective instructional leadership.

### **3.3 INSTRUCTIONAL LEADERSHIP DEVELOPMENT IN ETHIOPIA**

#### **3.3.1 Introduction**

In this part of the literature study, the history of instructional leadership development in Ethiopia is presented briefly in terms of the epistemological evolution of school leadership. In recent decades, schools should have professionally trained principal who provide effective leadership since students are expected to learn more complex and analytical skills in preparation for further education and work in the 21st century. Efforts to improve student achievement can succeed only by building the capacity of instructional leaders to improve their instructional practice and the capacity of school systems to advance learning. Therefore, this part of the review literature highlights how instructional leadership has evolved in Ethiopia.

#### **3.3.2 The evolution of instructional leadership in Ethiopia**

Educational development in Ethiopia has a long history stretching for nearly 1500 years. According to Teshome (1979), Ethiopia's Orthodox Church had maintained a highly structured and organised system of education from primary to higher levels since the sixth century A.D. During those earlier days, Ethiopian education was focused around religious themes and principles. However, the increasing need for trained manpower for administrative and clerical purposes necessitated the redirection of education to become independent of the church influence. Consequently, the first formal comprehensive education plan was introduced during the reign of Emperor Menelik II nearly a century ago (Teshome, 1979). During the reigns of Emperor Menelik (1865-1913) and Emperor Haile Selassie I (1930-1974), several hundred students had been sent abroad for education. Subsequently, by 1931 many modern schools were

established to respond to the massive demands for a significant recognition of the need to educate Ethiopian people to serve the growing bureaucratic system. Since that time, educational plans were continuously developed to promote Ethiopian people and prepare them to compete in the changing world.

Nevertheless, Teshome (1979) stated that the invaders (Italians) eliminated educated Ethiopians; schools were closed for military purposes; and there were shortages of teachers and teaching materials. It is further pointed out by Pankhurst (1972), Teshome (1979) and Tekeste (1990) that the 1935 invasion of fascist Italy seriously disrupted the emerging Ethiopia's educational system. No matter that massive devastations were created by the invasion of fascist Italy, Ethiopia started re-introducing well-organised modern education after the expulsion of fascist Italy since the 1940s. However, the education and training offered during those long years had limited positive impact on the lives of the people and national development (Lemlem, 2010).

In the worldwide perspective (Knezevich cited in Ahmed, 2006), the origin of principalship can be traced back to 1515 in the time of Johann Strum of the USA. The position developed from classroom teacher with few administrative duties to principal teacher and then to supervising principal. In the Ethiopian context the history of principalship is as old as the emergence and development of education in the country. That is, principalship traced its origin to the introduction of Christianity in the ruling era of king Ezana of the Aksumite kingdom, around the fourth century AD. After that, while the western type of education system was formally introduced into Ethiopia in 1908 with the opening of Menelik II School, it provided one of the great opportunities to obtain an educational administration position (Teshome, 1979).

Moreover, Teshome in Ahmed (2006) stated that Ethiopia for a long time had instituted schools for children of their adherents. Besides, Lemlem (2010) asserted that, though education has an indispensable role to maintain the wellbeing of society by promoting economic growth, creating wealth and development, modern education was properly introduced in Ethiopia only in about the 1940s. It was recognised that education has an indispensable role to play for the country to come out of poverty. But there were challenges to create competent skilled manpower through

developing an education system that was built and legitimized by the active participation of all the stakeholders who agree to resource and support education development.

Several studies (e.g., Pankhurst, 1999; Teshome, 2001; UNESCO, 2004; Damtew & Altbach, 2004; Word Bank, 2005; Tekeste, 2006; Messay, 2006; and Damtew, 2007) have shown that Ethiopia's educational expansion was plagued by the prevalence of poor quality education arising from ineffective school leadership across the education system. To reverse such intricate problems and coming up with quality learning outcomes at all levels, therefore, principalship in schools was one of the crucial administrative positions which needed to be considered. Ahmed (2006) goes on to suggest that the history of principalship in Ethiopia at its early age was dominated by foreign principals. In all government schools which were opened before and after Italian occupation, expatriates from France, Britain, Sweden, Canada, Egypt and India were assigned as school principals who were not able to manage schools in accordance with the culture and values of the citizens. This made the delivered education irrelevant to the context and unable to solve the real problems of the country for a long period of time.

Soon after the restoration of independence in later 1941, education was given high priority which resulted in the opening of schools in different parts of the country. However, most of the teachers and principals were still from foreign countries such as the UK, USA, Canada, Egypt, and India (ICDR, 1999). Until the first half of the 1960s, expatriate principals continued to lead both the elementary and secondary schools throughout Ethiopia. In those days, priorities for principalship positions were given to Indians because of their better experiences in principalship. Nevertheless, about 1964 there was a turning point as Ethiopians started to replace expatriates (MoE, 2002). Teshome in Ahmed (2006) pointed out that this new chapter of principalship began with a supervising principal. Such a person was in charge not only for a single school but also for the educational system of the surrounding area where the school was located.

Consequently, the Ethiopian school heads were directly assigned in elementary schools without competition among candidates. After 1960 it was a time when Ethiopians, who were graduates with a BA/BSC degree in any field, were assigned as principals by senior officials of the MOE. The major criteria used to select them were level of education and work experience (MOE,

2002). However, during the first few years of the 1960s it was understood that those graduates with a BA degree in pedagogy were directly assigned to secondary schools. On the other hand, secondary school principals who held a first degree, preferably in the educational management field and those teachers who had worked for at least a limited time as a unit leader or department head, were in a position to deserve career structure promotion. It is also stated in the job description of the MOE issued in 1989 that secondary school administration and supervision including sufficient work experiences were included as criteria. Moreover, having an MA degree in educational planning and management is incorporated in the current criteria to select school principals, especially to lead preparatory schools (grades 11 & 12) (MOE, 2002).

Considering education as a key element for economic, social and technological development, many countries invest substantial amounts of their national resources for the improvement of their education. Similarly, the Federal Government of Ethiopia has invested a significant amount of budget in undertaking instructional leaders' continuous professional development programmes (MOE, 2007). Since the formulation of the New Education and Training Policy (MOE, 1994), the government of Ethiopia has made different educational reforms including a set of professional standards for teachers and educational leaders as vital components of the government's plan for developing and maintaining the quality of teaching and leadership so as to improve the learning outcomes of students.

Cognisant of these and other issues, the policy also puts special emphasis on other components for the provision of quality education all over the regions. The policy clearly stipulates that educational management will be decentralised to create the necessary conditions to expand, enrich and improve the relevance, quality, accessibility and equity of education and training (MOE, 1994). The Ministry of Education has also developed a General Education Quality Improvement Package (GEQIP) that comprises about six programmes to be implemented during the first period of the Growth and Transformation Plan of Ethiopia (from 2011 to 2015). Among the six programmes, building the capacity of educational leaders in general and instructional leaders in particular should have been one of the priority areas (MOE, 2012). Taking these into consideration, the MOE prepares national standards for school principals to define their roles and unify the profession in the country, to describe the professional practice of principals in a



common language and to make explicit the role of quality school leadership in improving learning outcomes. However, the performance of principals is not effective. They still lack the required skills and knowledge of identifying what inputs and processes can essentially be anticipated to contribute to improved student learning. Lacking this, principals are found to devote much of their time to routine activities and ongoing political pressures (Mulkeen et al., 2005).

In spite of positive changes observed in accessing education at all levels and developing a series of initiatives and reform programmes of the education system, numerous studies emphasised the challenges that still characterised principals in Ethiopia. The problems identified by various researches, for example, training programmes for instructional leaders, are not always closely linked to their professional roles, however, and they lack practical orientation. The International Institute for Educational Planning (IIEP, 2005, p. 18) in Oulai, Lugaz, Alemayehu and Haileselassie (2011, p. 28) claimed about the trainings given to Ethiopian educational leaders “... is mostly linked to donor-funded support for specific activities. In general, it is a unique event of short duration, not linked to a professional development plan or career promotion opportunities and fragmented in nature”. Educational leaders also suffer from lack of both financial and non-financial resources to effectively perform their roles and responsibilities, particularly at the grass root level.

The research result of Riger (1993) shows that both employees and their institutions can benefit from empowerment. Empowerment enables employees to have self-determination, and power of influence over resources allocation. However, without formal power structures of direct worker ownership and representation, most empowerment interventions are, in fact, disempowering to employees because power remains centralised at the top hierarchy of the organisation (cited in Cattaneo, Aliya and Chapman, 2010). Thus, when people feel empowered at work, positive individual outcomes are likely to occur. According to the results of the above study, empowered employees report high job satisfaction, higher levels of organisational commitment and less job strain.

Weak personnel incentive is also identified by Watson (2005) in Oulai et al. (2011) as an additional challenge which results in disempowered and de-motivated educational leaders in the Ethiopian education system. For these and many other reasons, therefore, instructional leaders need to have different empowering mechanisms to withstand the challenges along with dealing with an improvement movement in student achievement through a consistent focus on the enhancement of the instructional process and the transformation of the school into a motivational and child-friendly learning environment. Consequently, the government of Ethiopia has planned to address such challenges and issues. For instance, in the education sector development programme (ESDP-IV) that covers a five years (2011 – 2015) implementation period, capacity development and special supports for school leaders were particular measures to be undertaken (MOE, 2010). This shows the continuous prevalence of problems on educational leaders at all levels of the sector.

Although there is a lack of explicitly indicated empirical evidence with regard to the degree of empowering public secondary school principals at all levels of the education system, the deteriorating quality of education may be taken as the symptom of ineffective role performance of instructional leadership by principals. Though there are some contextual differences from Ethiopia, the findings of a research recently conducted in Kenya revealed that secondary school principals are working in a very complex and challenging environment characterized by various factors indicating the intensity of the problems (Onderi & Makori, 2013). These factors are affecting the performance of instructional leadership that results in the poor quality of education throughout the system. Educational leaders are therefore, looking up and taking responsibility for what is actually happening in the education system so that it holds their focus to discuss on how to prepare competent principals to reverse such a situation (McCay, 2001 in Gordon, 2004). It is also worth mentioning that principals themselves have frequently complained that they do not have confidence in their position because of unexpected withdrawals by their superintendents. Most principals spend a great deal of each workday dealing with meetings and ad hoc committee activities outside the school that make them disempowered.

To sum up, it was identified in the reviewed literature that school leaders' perceptions of their role as principals may be related to how those roles have previously been defined and the nature

of CPD they have received. Thus, the frequent use of seniority and ideology as the basis for promotion, in combination with the lack of specific professional development, often results in principals having traditional systems, with little empowerment opportunities to innovate or support new school or classroom practices.

### **3.3.3 Conclusion**

This part of the literature review outlined that the Ethiopian Orthodox Church was responsible for managing the country's education system for a long period of time. Ethiopia's Orthodox Church had maintained a highly structured and organised system of education from primary to higher level since the sixth century AD. During those earlier days, Ethiopian education was focused around religious themes and principles. However, as the demands of trained manpower for administrative and clerical purposes increased, the system of education required the shift of direction from the church influence to an independent and secular system. As a result, the first modern and formal education plan was introduced during the reign of Emperor Menelik II in about 1908. The results of various researches indicated that by 1931 many modern schools were established to respond to the massive demands for a significant recognition of the need to educate Ethiopian people to serve the growing bureaucratic system. Since that time, Ethiopian educational plans have been continuously developed to promote Ethiopian people and prepare them to contest the changing world. However, it was revealed in the literature that Ethiopian education suffered from the Italian invasion which resulted in the closure of many schools. It was also identified that the evolution of instructional leadership was accompanied by the appearance of modern education in Ethiopia.

Numerous studies have shown in the reviewed literature that Ethiopia's educational expansion is plagued by the prevalence of poor quality as a result of ineffective instructional leadership at all levels of the system. Regardless of the absence of empirical evidence with regard to the degree of empowering public secondary school principals at all levels of the education system, the deteriorating quality of education in Ethiopia may be taken as a symptom of ineffective role performance of instructional leadership by principals. This in turn infers that empowerment and effective role performance of instructional leadership by principals are strongly correlated. The following part of this chapter will articulate the dimensions of instructional leadership.

### **3.4 DIMENSIONS OF EFFECTIVE INSTRUCTIONAL LEADERSHIP IN THE ETHIOPIAN CONTEXT**

#### **3.4.1 Introduction**

Dimensions of successful instructional leadership create the lens through which secondary school principals' leadership influence and actions are mediated. The focus of the dimensions of effective instructional leadership is on creating success for each learner which is the ultimate goal of educational processes by secondary school principals and vice-principals. The importance of leadership at woreda and school level has led to a closer examination of empowering PSSPs to perform their instructional leadership role more effectively and a better understanding of what instructional leaders do against the dimensions of successful leadership. Therefore, based on several notable models of instructional leadership which have been proposed from the 1980s to date, the researcher focuses here on the model proposed by Day et al. (2010) since they are the dimensions of successful leadership that all centred on student learning, wellbeing and achievement. A brief description is provided to clarify the characteristics and attributes of each dimension hereunder.

#### **3.4.2 Eight dimensions of successful leadership.**

Instructional leadership involves the planned use of knowledge to solve problems related to particular situations and attaining the ultimate objectives of instructions. Although the problems that face instructional leaders are various and the contexts in which instructional leaders operate varied, Krug (1992) has made the argument that instructional leadership can be essentially described in terms of five broad dimensions: defining a mission; managing curriculum and instruction; supervising and supporting teaching; monitoring student progress; and promoting an instructional climate. The principal is, therefore, responsible for the clear academic vision and to communicate it to the staff (Hallinger & Murphy, 1987). According to Hallinger and Murphy (1987), the defining characteristics of instructional leadership are based on elaboration of the predominant model in use, report on empirical evidence about its effects on teaching and learning, and reflect on the transformation of instructional leadership in its revitalized form of "leadership for learning".

To turn much of this around, Erickson (1967) and Gross and Herriott (1965) had previously asserted that efforts to study the impact of principal leadership had begun to identify professional leadership dimensions of the principal's role that impacted school success. On the other hand, Leithwood et al. (2006) and Hallinger (2009) have provided a specific model and they have contended that their model provides by far the best empirical evidence concerning the nature and effects of the instructional leadership ideal in practice. In their previous review, Leithwood et al. (2006) had argued that four core leadership practices (setting directions, developing people, redesigning the organisation, and managing the teaching and learning programme) be made part of the repertoire of successful instructional leaders (Day et al., 2010). Their new evidence, therefore, builds on these core practices so that the knowledge base of leadership for learning is captured under the eight major dimensions.

Thus, the most important framework that informs this research is operationalised as a dimension of effective instructional leadership developed by Day et al. (2010). Consequently, the instructional leadership roles of secondary school principals across the globe will be reviewed against these dimensions of effective instructional leadership. Although the contexts in which instructional leaders perform their roles are diverse, effective instructional leadership can be essentially described in terms of eight broad dimensions comprising:

- define their values and vision to raise expectations, set direction and build trust;
- reshape the conditions for teaching and learning;
- restructure parts of the organisation and redesign leadership roles and responsibilities;
- enrich the curriculum;
- enhance teacher quality;
- enhance the quality of teaching and learning;
- build collaboration internally; and
- build strong relationships outside the school community. (Day et al., 2010, p.4)

Figure 3.1 explains what school leaders must do to improve teaching effectiveness and develop the leadership expertise by improving their instruction. It is further depicted in Figure 3.1 that the inner circle illustrates the core focus of leaders' attention, the inner ring their core strategies, and the outer ring the actions they take in support of these strategies. "The building of trust is an

intrinsic part and embedded within each of the core strategies and an essential part of the actions in the outer ring” (Day et al., 2010 p. 4). It was stated in the previous section of this literature study that many principals in Ethiopia spend a great deal of each workday dealing with administrative tasks rather than focusing on instructional issues and facilitating the empowerment of other members of the school community. These strategies, therefore, make this dimension inclusive and preferable over other leadership practices so that they help to develop greater expertise in leading for instructional improvement. Hence, the eight dimensions are described below in Figure 3.1:



**Figure 3.1:** The dimensions of successful instructional leadership (Day et al., 2010)

#### ***3.4.2.1 Defining the vision, values and direction***

The first role of principals is to explicitly frame the school system and school goals, purposes, and mission. All the heads should have a very strong and clear vision and set of values for their school, which heavily influences their actions and the actions of others, and establishes a clear sense of direction and purpose for the school. These should also be shared widely, clearly understood and supported by all staff. They are considered as a touchstone against which all new developments, policies or initiatives would be tested.

People who are skilled in this area often discuss the purpose and mission with staff, students, and the community. They take advantage of opportunities to stress and communicate goals. Furthermore, they try to make themselves visible in their environment and they communicate excitement about giving education to staff and students.

#### ***3.4.2.2 Improving conditions for teaching and learning***

Effective leaders provide information that teachers need to plan their classes effectively. All the principals identified the need to improve the conditions in which the quality of teaching could be maximised and pupils' learning and performance enhanced. Principals are required to develop strategies to improve the school buildings and facilities. By changing the physical environment of the schools and improving the classrooms, school leaders are confirming the connection between high-quality conditions for teaching and learning, and staff and pupil wellbeing and achievement. Their primary emphasis as principals is on instructional issues rather than administrative issues.

#### ***3.4.2.3 Restructuring the organisation: redesigning roles and responsibilities***

This dimension denotes that the school leaders purposefully and progressively redesign their organisational structures, redesign roles and distributed leadership in ways that promote greater staff engagement and ownership which, in turn, provide greater opportunities for student learning. While the exact nature and timing varied from school to school, there is a consistent pattern of changing the hierarchy. This includes:

- redefining senior leadership functions
- changing from a horizontal to a vertical pastoral structure

- using teaching and learning responsibilities, teachers with advanced skills and support staff more widely

Roles, responsibilities and accountabilities are made clear to all staff and are allocated according to ability. There is also recognition of people's individual strengths and organisational needs.

#### ***3.4.2.4 Enhancing teaching and learning***

This dimension emphasises that all the schools are continually looking for new ways to improve teaching, learning and achievement. The principals provide a safe environment for teachers to try new models and alternative approaches that might be more effective. Staff, in turn, responds positively to the opportunity. It affects the way they see themselves as professionals and improve their sense of self-efficacy. This also has a positive impact on the way they interact with pupils and other members of staff. Without a broad knowledge, principals cannot provide the resources teachers and staff need to carry out their mission effectively.

#### ***3.4.2.5 Redesigning and enriching the curriculum***

The importance of this dimension is that all leaders focus on redesigning and enriching the curriculum as a way of deepening and extending engagement and improving achievement. Although they usually do not teach, principals need to be aware of the special needs of each instructional area. Academic attainment is not in competition with personal and social development: the two complement one another. The school leaders should adapt the curriculum to broaden learning opportunities and improve access for all children, with the emphasis on 'stage not age' learning. Many of these changes should also be in line with the government initiatives.

The results of the research indicated that in primary schools there was particular emphasis on greater flexibility and continuity between Key Stage 1 and Key Stage 2, while in secondary schools the focus was on personalised learning and on providing different pathways towards vocational qualifications (Day et al., 2010). They work to ensure a good fit between curriculum objectives and achievement testing and actively support curriculum implementation.



#### ***3.4.2.6 Enhancing teacher quality (including succession planning)***

Although mandates and traditional hierarchical structures have usually assigned principals a narrow, evaluative role with respect to teachers, the effective instructional leader is more broadly oriented to staff development. That is, the effective instructional leader is proactive rather than retrospective regarding teachers and he/she focuses on what can be, not what was. Principals provided a rich variety of professional learning and development opportunities for staff as part of their twin drive to raise standards and sustain motivation and commitment. They placed a high premium on internally led professional development and learning, but teachers and support staff are also encouraged to take part in a wide range of in-service training, and are given the opportunity to train for external qualifications. This combination of external and internal continuing professional development (CPD) is used to maximise potential and develop staff in diverse areas. Succession planning is a feature of all the schools, while targeted recruitment is a feature in those which acted as training schools for pre-service teaching students. Principals focusing on supervising and supporting teachers spend time encouraging them to try their best and they coach and counsel teachers in a supportive manner. They attempt to critique teachers as though they are a mentor rather than an evaluator. They encourage teachers to evaluate their own performance and set goals for their own growth.

#### ***3.4.2.7 Building relationships inside the school community***

This states that principals develop and sustain positive relationships with staff at all levels, making them feel valued and involved. They demonstrate concern for the professional and personal wellbeing of the staff. The relationship between principals and senior leadership teams in particular is one of trust and mutual respect. They are required to engender loyalty from parents, staff and pupils. Instructional leaders should create supportive working environments, which include professional development opportunities, time and space for collaboration, and access for professional learning communities.

#### ***3.4.2.8 Building relationships outside the school community***

For all leaders, building and improving the reputation of the school and engaging with the wider community are essential for achieving long-term success. Principals and their senior leadership teams must develop positive relationships with community leaders and build a web of links

across the school to other organisations and individuals. Strong links with key stakeholders in the local community benefits the school. The heads may achieve improved performance, not only through the strategies they use but also through the core values and personal qualities they demonstrate in their daily interactions. As Figure 3.1 illustrates, they place pupil care, learning and achievement at the heart of all their decisions (Day et al., 2010 pp. 4-7).

In the critical analysis of the reviewed literature, many educational researchers present a clear picture of what drives accelerated levels of student learning and improved instruction for all students. This result in shifts of thinking about what is instructional leadership and why does it matter. Although the reviewed literature provides a vision of leadership viewed through the lens of effective instructional leadership, it believes that the principles and practices can be applied to all contexts of the schools. To sum up, while instructional leadership emphasises narrowing the focus of leaders to the core technology of their institutions, transformational leadership probes them to accept a much broader, more systemic view of their work (Leithwood, 2004).

### **3.4.3 Conclusion**

The reviewed literature on the dimensions of effective school leadership indicated that principals play vital roles to explicitly frame the school system and school goals, purposes, and mission as the consequences of crafting a clear vision in order to improve conditions for teaching and learning. As a consequence of defining the school vision and mission, redesigning roles and responsibilities is found to be the mandate of the principal in collaboration with the staff to ensure that the school has clearly measurable goals that are focused on student learning.

It has been identified that enhancing teaching and learning through redesigning and enriching the curriculum is a way of developing and stretching engagement and improving achievement. It has also clearly indicated that the principal, teachers and support staff are responsible for enhancing teacher quality. This combination of external and internal continuing professional development (CPD) was used to maximise potential and develop staff in diverse areas. Review of evidence concerning instructional leadership found that building relationships both inside and outside the school community on the part of principals is the most influential of the leadership dimensions.

In general a brief description has been provided to clarify the characteristics and attributes of each dimension. The next section discusses the instructional leadership practices of the principal.

### **3.5 INSTRUCTIONAL LEADERSHIP PRACTICES OF THE PRINCIPAL**

#### **3.5.1 Introduction**

This part of the literature study is the continuation of Chapter Three which addresses the third sub-aim of the study focusing on *To determine the instructional leadership role of public secondary school principals and to establish how this role fits into the holistic leadership behaviour of the principal*. This section of the chapter helps to concentrate inclusively on various sets of leadership practices allow for a full appreciation of the diverse theoretical and operational skills associated with leadership procedures. Nonetheless since the study focuses only on instructional leadership, an examination of its practice will be reviewed in order to supply a more detailed understanding of this part of the literature review. Thus, the roles, purposes and responsibilities of public secondary school principals and the management strategies that influence their professional practice in various contexts are given more attention in this part of the literature study.

In this review of the literature, the implications of instructional leadership practice, how it works, the forms it might take and its importance in almost all contexts have become the concern of an increasing number of people who are concerned about the effects of effective role performance of instructional leadership by principals. This will provide the necessary framework for the interpretation and understanding of the research results obtained in the study, since this part of the literature study is examining the practice of this commonly used model of educational leadership.

#### **3.5.2 The practice of instructional Leadership**

The reviewing of leadership practices provides further information about the instructional leadership roles of principals. Clarification of the term “instructional leadership” from both the theoretical and practical perspective is the purpose of this literature study. Usually most literature does not define any of these leadership perspectives clearly and this gap led to extensive searches for literature on school leadership to find sound definitions. Accordingly, the researcher

established a development in the general theory of leadership, from discrete to distributed leadership, which is reflected in thinking on educational leadership (Sergiovanni 1991; Rallis & Goldring, 2000 in Swan [n.d.]) where it emphasises mainly instructional processes. As Swan (n.d. p.1) asserts, “A recent study of transformational leadership and instructional leadership (Robinson, Lloyd & Rowe, 2008) has shown the outstanding importance of instructional leadership for teaching and learning - the core aims of the school as identified by NAPD (2005).”

The concept of instructional leadership was developed while principals were viewed as the primary sources of educational expertise during the effective schools movement of the 1980s (Hallinger, 1992). Although several writers define it in different ways, Leithwood, Jantzi, and Steinbach (1999, p. 8) have given the most genuine definition for instructional leadership as “the critical focus for attention by leaders in the behaviours of teachers as they engage in activities directly affecting the growth of students”. Many adaptations of this form of leadership concentrate on this practice as well as a wide variety of variables that are believed to impact teacher behaviour.

The term instructional leadership characterises the collegial practice of working together to improve the quality of teaching and learning. Day et al. (2007) identify that setting directions, developing people, engaging in collaboration, and using data and research as indicators of the effectiveness of teaching and learning are primary components of instructional leadership. Much has been written about the significant roles of instructional leadership for learning. Terry (1996), for instance, states that principals today must become instructional leaders. They must integrate the managerial tasks into the instructional leadership tasks to meet the demands of the 21st century students. Hallinger (2005) reinforced that the principals are expected to perform a variety of duties but he concluded that the effectiveness of role performance of school leaders is achieved when a correct balance among these roles is achieved.

However, it is clearly stated by Leithwood (1994) and Zepeda Sally (2003) that principals from developing countries have different understanding on instructional leadership than the western scholars. Their comments are insightful of importance of instructional leadership outside the

classroom and away from the prescribed curriculum. From the practitioner, trainer and researcher's perspective it could be said that a principal has to perform more leadership roles outside the classroom. As prescribed curriculum only develops subjective competencies in students, leadership further than the classroom accounts for the overall holistic development of students and instructional leadership here is leadership for holistic development of students (Leithwood, 1994 and Zepeda Sally, 2003). Unlike a manager, the instructional leader makes instructional quality as the main priority of his/her school and attempts to bring the actualisation of that vision. Lezotte (1992) further attempts to describe instructional leadership by correcting the misunderstandings of strong leadership. The author underlines that instructional leadership does not mean that the principal runs the schools and those teachers should give up their professional autonomy and individual freedom. Effective leaders would rather be in a position to lead through dedication, not authority, and the member of the staff follow because they share the leader's vision. It is believed that learning for all is rewarding and offers all staff the opportunity and flexibility to continue in their growth as a professional (Lezotte, 1992).

Most discussions of the practices of instructional leadership today stress the responsibility for keeping up with new ideas and facilitating innovation. The primary role of the principal as an effective instructional leader must be creating conducive environments and supports for quality curriculum development, and instructional processes. These make instructional leadership different from other leadership practices. The shifts of thinking about the work of instructional leaders are presented by the report of Rimmer (2013, p. 22) to the Center for Educational Leadership as:

From:	To:
A generic concept	A well-defined set of practices.
Principal, the sole instructional leader.	Principal, the 'leader of leaders.'
Improving practice, an occasional PD activity	Improving practice, a daily concern.
Occasional use of data	Improving practice dependent upon evidence
Primary focus on instruction	Creating conditions and supports for quality instruction

More than ever before, instructional leadership is at the forefront of a rapidly changing world. The description given by Rimmer (2013, p. 22), therefore, addressed the core beliefs foundational to the works of instructional leadership that it is “learning-focused, resides with a team, with the principal serving as ‘leader of leaders’, requires a culture of public practice and reflective practice, addresses cultural, linguistic, socioeconomic, and learning diversity, and focuses on the management of people, processes, and resources”. Such a concept informs educational leaders that “instructional leadership” is the way forward for the success of the entire school.

As the purpose of standardising the practice of effective teaching, the principal’s role was to maintain high expectations for teachers and students, supervise classroom instruction, coordinate the school’s curriculum, and monitor student progress (Barth, 1990). However, it should be remembered that lack of skills and insufficient continuous professional development made school principals in Ethiopia disempowered which resulted in being unable to effectively accomplish their tasks. For these and many other reasons, instructional leadership in practice gets them away from the model leadership (Cuban, 1984; Murphy & Hallinger, 1987). Moreover, the hierarchical orientation of instructional leadership conflicted with the democratic and participative organisation of schools that emerged in the late 1980s with school restructuring and the movement to empower teachers as professional educators (Marks and Louis, 1997).

Carnegie Forum on Education and the Economy (1986) in Marks and Printy (2003) also forwarded the reason that strong comments on the system of those days was attributed to the educational bureaucracy which brought about schools’ failure to effectively provide educational services. Consequently, a fundamental restructuring initiative entailed decentralising authority to schools over such matters as budgets, hiring, curriculum, and instruction. Following the principals’ fully implementation of this model, they used to practice collective managerial decision making with teachers and other constituents (Malen, Ogawa, & Kranz, 1990 cited in Marks & Printy, 2003).

Since instructional leadership is complex and multifaceted, principals must find the proper balance when performing managerial duties and instructional leadership activities in order to

ensure that the core business of teaching and learning is achieved. Principals must also focus on the long term vision of school improvement as a priority while maintaining an accurate perception of the present. They must encourage professional autonomy from staff while demanding ownership of shared vision and values (DuFour & Eaker, 1998). Principals today need to be strong instructional leaders who create a learning community in their schools and still fulfill essential management functions. Once again, maintaining the importance of balance between these two primary responsibilities is stressed. The principal's success is determined by the way in which these forces are brought together through their behaviour.

When considering the notion that effective schools have strong instructional leaders, Smith and Andrews (1989) carried out an extensive study on how principals make a difference in creating effective schools. Conclusions from their study were that successful principals are dynamic leaders with high energy, tolerance for ambiguity, initiative, analytical ability, a sense of humor, and a practical stance toward life. This study indicated that effective principals received more positive ratings from teachers than weak or poor principals. Smith and Andrews also identified eighteen different instructional leadership behaviours demonstrated by principals whose teachers identified them as strong instructional leaders. These eighteen different instructional leadership behaviours were grouped into four broad areas of interaction between the school principal and teachers:

- The principal as resource provider;
- The principal as instructional resource;
- The principal as communicator; and
- The principal as visible presence.

While there are many variables involved when describing an effective or successful school, one of the most salient characteristics required is a strong instructional leader. Research concerned with effective schools continues to determine and indicate that successful instructional leaders consistently exhibit certain practices or traits. As a result of the consistency of these practices, there is a greater confidence among researchers that important elements of effective instructional leadership can be identified. Leithwood, Louis, Anderson, and Wahlstrom (2004. p. 6) identified

the following aspects of leaders' practices that promote improved teaching and student engagement:

- Developing a deep understanding of how to support teachers;
- Managing the curriculum in ways that promote student learning; and
- Developing the ability to transform schools into more effective organizations that foster powerful teaching and learning for all students.

In understanding the notion that effective schools have strong instructional leaders, the Ethiopian Ministry of Education (2012) has developed the national professional standard for school principals. This "Professional Standard for Principals" has been developed to define the role of the principal and unify the profession in the country, to describe the professional practice of principals in a common language and to make the role of quality school leadership unambiguous in improving learning outcomes. Based on this evidence, it could be safe to conclude using the statements made by Swan (n.d. p. 1) that "Instructional leadership is the dynamic delivery of the curriculum in the classroom through strategies based on reflection, assessment and evaluation to ensure optimum learning".

Based on both the research results obtained from developed countries and the supposition of policy makers in developing countries like Ethiopia, successful instructional leaders constantly demonstrate particular practices that influence or assist in the establishment of effective schools. These practices generally relate to creating a culture where high expectations of student and staff learning is instituted, and where an active support of students, staff, and the community occurs. Moreover, the research related to instructional leadership is widespread and has produced ample findings concerning the impact of leadership on woredas as well as schools and their ability to meet the needs of students. DuFour (1999, p. 15) described the importance of the principal as an instructional leader when he stated: "Where principals are effective instructional leaders, student achievement escalates". Besides, McEwen's (2003, p. 1) analysis of effective schools' research also confirmed the significance of instructional leadership to student achievement in her statement that: "...and while each researcher has generated a slightly different set of descriptors that characterize effective or excellent schools, one variable always emerges as critically



important: the leadership abilities of the building principal, particularly in the instructional arena.”

The research pertaining to instructional leadership styles is also much more developed for principals than it is for other educational leaders or supervisors. This section has described the research relating to specific leadership practices. So, the basis of authority for today’s leadership practices rely heavily on bureaucracy, psychological knowledge or skill, and the technical rationality that emerges from theory and research (Sergiovanni, 1992). Full rich leadership practice cannot be developed if one set of values or one basis of authority is simply substituted for another. What needed is an expanded theoretical and operational foundation for leadership practice that will give balance to the full range of values and basis of authority. In order to facilitate the understanding of this foundation the leadership practices of instructional leadership have been examined.

### **3.6 CONCLUSION**

Chapter Three gave a literature overview of the theoretical framework of the leadership behaviour among secondary school principals in Ethiopia: the place and role of instructional leadership. The chapter addressed the second sub-aim of the study that focuses on *To determine the types of instructional leadership role of public secondary school principals and to establish how these roles fit into the holistic leadership behaviour in performing instructional leadership roles more effectively in the ARSE*. This literature review chapter explored four topics. The first topic provided analytical view of leadership behaviour in this era of accountability in education. Examining the instructional leadership behaviours of school principals helped to explore the desirable aspects of effective leadership. These desirable aspects of effective leadership are directly related to student achievement. So, this contextual factor illustrated how and why public secondary school principals’ behaviours are influencing our thinking about instructional leadership and how their role fits into the holistic leadership behaviour in performing instructional leadership roles more effectively.

The second topic of this literature review outlined how scholars have conceived of the evolution of instructional leadership in Ethiopia. The findings from the literature have shown that as the

demands of trained manpower for administrative and clerical purposes increased at about the end of the first quarter of the 20<sup>th</sup> century, the system of Ethiopian education required the shift of direction from the church influence to an independent and secular system. Subsequently, focusing on current school climate and increased interest in school accountability significantly impacts the effective performance of instructional leadership roles by public secondary school principals.

The third topic examined the dimensions of effective instructional leadership. The importance of instructional leadership in schools has led to a closer examination of the principal's role and a better understanding of what instructional leaders do. A brief description has been provided to clarify the characteristics and attributes of each dimension. The fourth topic of this chapter explored the practices of instructional leadership and their impact on student achievement. Finally, the ever changing roles of the principal and ongoing debates about educational leadership are indicative of the ways in which leadership by these individuals is a pragmatically constructed phenomenon. The following chapter, Chapter Four, will, therefore, articulate the mixed methods research design and methodology used for this study. Chapter Four explicitly presents the methods used to conduct the present study. It describes the study's design, sample selection and instruments used to measure outcomes, and procedures implemented for data collection and analysis.

## **CHAPTER FOUR**

### **4. RESEARCH METHODOLOGY**

#### **4.1 INTRODUCTION**

This descriptive survey design used a mixed methods research approach to examine the practice of empowering public secondary school principals (PSSPs) to perform instructional leadership roles in the Amhara region, Ethiopia. The rationale of using this mixed methods approach is derived from synthesizing the various typologies that arise from reviews of existing mixed methods research. In the context of a new paradigm, it is hardly surprising to find a good deal of emphasis on the shared ideas and practices that exist among mixed methods researchers and the way that these distinguish the paradigm as a genuine alternative to this research (Denscombe, 2008). The paradigm wars between quantitative and qualitative research promoters have been taken place more than a century. From these disputes, traditionalists have appeared on both sides (Campbell & Stanley, 1963; Lincoln & Guba, 1985 in Johnson & Onwuegbuzie, 2004). Quantitative traditionalists (Ayer, 1959; Maxwell & Delaney, 2004; Popper, 1959; Schrag, 1992) articulate assumptions that are consistent with what is commonly called a positivist philosophy.

Thus, quantitative pedants believe that social observations should be treated as entities in much the same way that physical scientists treat physical phenomena. Additionally, they argue that the observer is separate from the entities that are subject to observation. Quantitative traditionalists maintain that social science inquiry should be objective. That is, time and context-free generalizations (Nagel, 1986) are beneficial and promising, and real causes of social scientific outcomes can be determined reliably and validly. Based on this consideration, educational researchers should remove their unfairness, remain expressively alienated and detached from the objects of study, and test or empirically justify their stated hypotheses.

Qualitative purists (also called constructivists and interpretivist) reject what they call positivism. They argue for the superiority of constructivism, idealism, relativism, humanism, hermeneutics, and, sometimes, postmodernism (Guba & Lincoln, 1989; Lincoln & Guba, 2000; Schwandt, 2000; Smith, 1983, 1984). These purists contend that multiple-constructed realities abound, that time and context-free generalisations are neither desirable nor possible,

that research is value-bound, that it is impossible to differentiate fully causes and effects, that logic flows from specific to general (e.g., explanations are generated inductively from the data), and that knower and known cannot be separated because the subjective knower is the only source of reality (Guba, 1990). A disturbing feature of the paradigm wars has been the relentless focus on the differences between the two orientations. If you visualise a continuum with qualitative research anchored at one pole and quantitative research anchored at the other, mixed methods research covers the large set of points in the middle area. If one prefers to think categorically, mixed methods research sits in a new third mediator, with qualitative research sitting on the left side and quantitative research sitting on the right side.

Hence, mixed methods approach as the third research paradigm in this educational research is found pertinent in order to treat both the problem and the research sub-questions of the study. The researcher therefore, hopes that the field will move beyond quantitative versus qualitative research arguments because, as recognised by mixed methods research, both quantitative and qualitative researches are important and useful. The goal of mixed methods research is not to replace either of these approaches but rather to draw from the strengths and minimise the weaknesses of both in single research studies and across studies. It is safe and sound to conclude that pragmatism is generally regarded as the philosophical partner for the mixed methods approach. It provides a set of assumptions about knowledge and inquiry that underpins the mixed methods approach and distinguishes the approach from purely quantitative approaches that are based on a philosophy of (post) positivism and from purely qualitative approaches that are based on a philosophy of interpretivism or constructivism (Johnson & Onwuegbuzie, 2004; Maxcy, 2003; Rallis & Rossman, 2003). That is why the researcher uses mixed methods to improve the accuracy of his data, to produce a more complete picture by combining information from complementary kinds of data or sources and to use as a means of avoiding biases intrinsic to single-method approaches—as a way of compensating specific strengths and weaknesses associated with particular methods.

Within this educational research tradition, a descriptive survey study was employed. This research design allows for the approach of concurrent analysis of both quantitative and qualitative data. This chapter includes description of the study's paradigm; the research methods

including the study population and sampling; instrumentation and data collection techniques; data analysis and interpretation; reliability, validity and trustworthiness of the research; and conclusions. Since the mixed methods approach is ideal for this study, the researcher needed to clarify his perspective and epistemological stance before proceeding further.

#### **4.2 THE RESEARCHER'S PERSPECTIVE AND EPISTEMOLOGICAL STANCE**

Everyone sees the world through one's own paradigms since paradigms are the way we understand and explain our world (Creswell, 2009). A paradigm is termed by different researchers based on their perspectives to describe different views and assumptions that guide enquiries, and their worldview (Creswell & Plano Clark, 2007; Creswell, 2009; Galt, 2009); paradigm (Lincoln & Guba, 2002); broadly anticipated research methodology as cited in Creswell (2009) and philosophical assumptions or alternative knowledge claims (Creswell, 2009; Galt, 2009).

However, the term 'paradigm' is preferred by the researcher to 'worldview' throughout the discussion in contrast to Creswell (2009) and Galt (2009) who declare their preference for 'worldview' in their discussions. Although paradigms remain largely hidden in research, they significantly influence the approach and practice of research. Paradigms are ultimately a general orientation about the world and the nature of research that a researcher holds. They are shaped by the discipline area and beliefs of the researcher and his past research experiences. The types of beliefs held by researchers will often lead to embracing qualitative, quantitative, or mixed methods approaches in their research. The diverse terminology and practices of research can often be confusing and daunting. However, generally speaking, the research paradigm impacts the span of all decisions made – from broad assumptions to details of such a data collection and analysis.

Though philosophical ideas are still found very much hidden in research, they continue to influence the practice of research so that need to be identified (Creswell, 2009). It is asserted that researchers preparing their proposal or plan make clear the big "philosophical" views they advocate. This information will help explain why they chose quantitative, qualitative or mixed methods approaches for their research.

Hamersley (2012, p.1) suggests that “there is a large and complex field in which work of sharply different kinds is carried out, accompanied by debates in which a disparate collection of theoretical and methodological labels and ideas are deployed”. Three important priorities from a number of issues which divide educational researchers today include:

- Should research be aimed primarily at producing knowledge about educational practices and institutions, or should it be designed directly to improve those practices and institutions?
- Can it demonstrate ‘what works’ in terms of policy and practice, or is it limited to providing broad understandings that are, at best, of only indirect use to policymakers, practitioners, and others?
- Is qualitative evidence superior to quantitative evidence, or vice versa? Can and should these different methods be ‘combined’ or ‘mixed’?

These are some of the main issues that have been, and continue to be, briefly discussed. Implicated in them are diverse methodological positions and arguments. Effectively, what are involved here are different methodological philosophies.

#### **4.2.1 Positivist/Postpositivist Paradigm**

Within this paradigm researchers believe that social world can be studied in the same way as the natural world. Creswell (2014) argues that this research is seen as expert in a sense that objectivity is seen as the truth and subjectivity as lies. Denscombe (2008) also suggests that enumeration and the use of statistics is seen as the device for emphasising masculinity. Taking the argument, Denscombe (2008) further claims that it is not always possible to have predictable and generalisable knowledge in social world and that the idea that social events are orderly and predictable is highly problematic. The principle of non-linearity of the chaos and complexity theory applies in social world (Creswell, 2009). Among the key assumptions of this position is that knowledge is conjectural (antifoundational) –absolute truth can never be found. Thus, evidence established in research is always imperfect and fallible. It is for this reason that

researchers state that they do not prove a hypothesis: instead, they indicate a failure to reject the hypothesis.

Moreover, positivists hold on to the notion that there is only one reality that exists and it is the responsibility of the researcher to discover that reality. Besides, they believe that the world is ordered and operates according to scientific laws (Mertens, 1998). Postpositivist researchers do believe that one reality exists but it can only be imperfectly known, and that the truth can be discovered within the confines of probability (Mertens, 1998).

With regard to their Epistemology (knowledge base), positivists believe that the researcher and the participants are independent to each other, meaning that they do not influence each other. Modifying this belief, Postpositivists acknowledge that hypotheses, theories and background knowledge held by the researcher can influence what is observed (Mertens, 1998). Positivists believe that the goal of research is to derive universal laws. Furthermore, Positivists argue that the researcher should remain neutral in order to prevent the values and biases in influencing their studies (Mertens, 1998).

Concerning their research methodology, Mertens (1998) contends that positivists borrowed their experimental methods from natural sciences. In contrast postpositivists argue that methods used by positivists were not appropriate for education. Creswell (2014); Mertens (1998); and Denscombe (2008) contend that quantitative methods are predominantly used in postpositivism though qualitative methods could also be used as well. Postpositivists believe that the methods of studying the social world should be value-free (Mertens, 1998).

#### **4.2.2 Social constructivism Paradigm**

Constructivism is such a perspective, and it is typically seen as an approach to qualitative research. More recent writers who have summarised this position are Lincoln and Guba (2000), Schwandt (2007), Neuman (2000), and Crotty (1998) among others. Social constructivists hold assumptions that individuals seek understanding of the world in which they live and work.

Researchers of this paradigm believe that reality is socially constructed. This is one of the basic tenets of this theoretic paradigm. The fact that reality is socially constructed implies that there are many ways of seeing the world and through the course of study, perceptions may never stay the same but will change. There is no objective reality that can be known, but there are multiple realities (Mertens, 1998). Creswell (2014) contends that because of multiple realities, it is therefore not possible to fully establish research questions beforehand. Mertens (1998) provides an example of different meanings that can be attributed by different people on the same instances: the concepts of minority, feminism and disability are socially constructed and will therefore have different meanings to different people.

The basic assumption of this paradigm is that knowledge (epistemology) is socially constructed by those in the research process and that it is the duty of the researcher to understand the complex experience from the point of view of the participants (Mertens, 1998). As opposed to positivists who believe that the researcher and the researched person are independent of each other (Schwandt, 2007; Neuman, 2000; & Crotty, 1998), constructivists hold that the inquirer and the inquired person influence each other. It is for this reason that the constructivist will opt for a more personal, interactive mode of data collection (Mertens, 1998). In this paradigm the values that influence the researcher are made explicit to the researched person. Interpretations are iterative or circular in that understanding of the parts will lead to the interpretation of the whole and the interpretation of the whole leads to the interpretation of the parts. This is a spiral arrangement rather than a linear. Researchers within this paradigm go on to suggest that old understandings are transformed in the light of the new understandings and this occur against a background of the assumptions, beliefs and practices of which the researcher and the participants are never fully aware, (Mertens, 1998).

Furthermore, researchers in this paradigm use qualitative methods in order to gauge perceptions of the participants. Methods widely used are observations, interviews and document reviews (Mertens, 1998; Robson, Creswell, 2014; and Denscombe, 2008). Mertens (1998:14) further argues: “These methods are applied in correspondence with the assumption about social construction of the reality in that research can be conducted only through interaction between and among investigator and respondents”. As mentioned earlier that due to the existence of



multiple realities, research questions cannot therefore be definitely established, instead they will revolve and change as the study progresses (Mertens, 1998). This therefore, means that research questions are rendered to be flexible and should respond to change. It will be wrong to say that only qualitative methods are used in this paradigm. Quantitative methods are also used, when necessary.

#### **4.2.3 Pragmatism Paradigm**

This approach to philosophy emerged in the second half of the nineteenth century in the United States. From the main research paradigms in the literature, pragmatic research is considered to be the most appropriate research approach for the purpose of this mixed methods research. This section of the study explores the practical relevance of pragmatism as a research paradigm through the example of a piece of pragmatic research that not only used both quantitative and qualitative research methods but also exploited the inherent duality of the data analysed. Thus, the study intended to make the issue that pragmatism as a research paradigm supports the use of a mix of different research methods as well as modes of analysis and a continuous cycle of abductive reasoning while being guided primarily by the researcher's desire to produce socially useful knowledge. It is therefore, argued that pragmatism can serve as a rationale for formal research design as well as a more grounded approach to research.

In this type of paradigm the researcher attempts to contrast both the positivist notion of a singular reality and the constructivist notion of activity that identifies 'active' with 'conscious' and 'intentional' with John Dewey's "habitual conception of action, knowing and learning by doing" (Kivinen & Ristela, 2003, p. 363; Creswell, 2009, p. 6). In this type of paradigm the researcher attempts to interpret and make sense of how others view the world (Creswell, 2009). The researcher focuses on the specific contexts in which people live and work in order to understand their organisational culture and administrative settings of the participants. Researchers recognise that their own background shapes their interpretations, and they position themselves in the research to acknowledge how their interpretation flows from their personal, cultural, and historical experiences (Creswell, 2009). Lastly, rather than starting with a theory this type of paradigm generates or inductively develops a theory or pattern of meaning.

Being a mixed methods research, a foundational element of this study includes the notion that the researcher engages with participants so that they can share their views (Patton, 2002). This is because the research of this nature seeks to understand the context or setting of the participants through visiting this context and gathering information personally. Mixed methods research is recognised as another major research approach along with qualitative and quantitative research (Johnson et al., 2007). Mixed methods research combines qualitative and quantitative approaches into the methodology of a single study. Mixed methods research considers multiple perspectives, collecting data on processes and experiences along with objective data (Teddlie & Tashakkori, 2008). One initial decision in mixed method research is to determine whether the qualitative and quantitative approaches will assume equal status or whether one approach is dominant over the other (Johnson et al., 2007). Therefore, the quantitative approach of this research is found to be dominant over the qualitative method providing supplemental data to enhance the overall understanding. Since this mixed methods research is used as a concurrent approach, both the quantitative and the qualitative data were collected simultaneously or at the same time.

As their actual behaviours and realities of participants are considered, this study used MM approach to best understand the views of the owner of the core process for teachers, principals and supervisors' development (OCPTPSD = which is known by other institutions as department head at regional and zonal level and/or team leader at district level). Morgan (2007, p. 67) stated that the underlined point of pragmatists is essentially emphasising actual behaviour of principals (performing instructional leadership roles), the beliefs that stand behind those behaviours ("necessary assertions"), and the consequences that are likely to follow from different behaviours ("workability").

Based on these views, the researcher focuses on the specific contexts in which public secondary school principals live and work in order to understand their empowerment opportunities or autonomy to make decisions on their instructional leadership roles in the school. The researcher recognises that his own background shapes his interpretations, and he positions himself in the research to acknowledge how his interpretation flows from his personal, cultural, and professional experiences. Such currents of thinking emphasise forms of instructional leadership which promote defining the school's mission, managing the instructional programme and

promoting a positive school learning climate to mention some of the eight dimensions of successful leaders to ensure that the school has clear, measurable, time-based goals focused on the academic progress of students (Day et al., 2010).

By enquiring about the practice of empowering public secondary school principals (PSSPs) to perform instructional leadership roles more effectively, the author felt that his own work and that of the school could be enhanced, to the benefit of the schools with which the principals are working. In working with PSSPs, one of the expected outcomes of this research is that attitudes and practices associated with well-informed educational leadership might be promoted more widely in schools, with beneficial consequences for the quality of teaching and learning in the Amhara Regional State of Ethiopia.

## **4.3 RESEARCH APPROACH**

### **4.3.1 Mixed methods research approach**

The researcher employed mixed methods approach in combining both qualitative and quantitative methods in order to follow a suitable research plan and to gather the necessary data that would answer the research questions of the study. According to Johnson, Onwuegbuzie & Turner (2007, p. 113) “mixed methods research is, generally speaking, an approach to knowledge (theory and practice) that attempts to consider multiple viewpoints, perspectives, positions, and standpoints (always including the standpoints of qualitative and quantitative research)”. For these authors, mixed methods research is a synthesis that includes ideas from qualitative and quantitative research and neither of these methods is intrinsically better than the other, the suitability of which needs to be decided by the context, purpose and nature of the research study in question. In fact, sometimes one can be alternative to the other depending on the kind of study.

In the quantitative approach, the focus was on the control of the designed instruments and the representations of the participants. Thus, the study was guided by how the variables such as structural and psychological empowerment (independent variables) through leadership behaviour (mediating behaviour) and effectiveness in instructional leadership role performance (dependent variable) are related (Henning, 2004). The qualitative aspect of this approach was also aimed at

gaining in-depth understanding and corroboration. It allowed for different views of the theme that was being studied and provided the respondents with an open-ended way of giving their views.

#### **4.3.2 Rationale for choosing the mixed methods approach**

Mixed methods research is a research design in which the investigator collects, analyses, mixes, and draws inferences from both quantitative and qualitative data in a single study (Teddlie & Tashakkori, 2008). The rationale for mixing the research methods is that neither quantitative nor qualitative methods are sufficient by themselves to capture the trends and details of the situation of empowering PSSPs alongside the challenges associated with or predictors of empowering PSSPs to perform their instructional leadership roles more effectively. The central reason for using mixed methods research is, therefore, that it helps to learn more about the research topic if the researcher can combine the strengths of qualitative research with the strengths of quantitative research while compensating at the same time for the weaknesses of each method (Johnson & Onwuegbuzie, 2004).

Combining both quantitative and qualitative methods of data collection is used to explain the richness and complexity of a study and the outcomes of the questionnaire survey can be supplemented by the open ended questions and the interview measure. Moreover, the effectiveness of mixed methods should be evaluated based upon how the approach enables the investigator to answer the research questions embedded in the purposes as to why the study is being conducted or is needed ( Newman cited in Johnson et al., 2007).

Mixed methods approach is a data collection method from both close-ended and open-ended quantitative questionnaires from principals and teachers as well the semi-structured interview questions of the qualitative approach from head principals and OCPTPSDs at all levels of the Amhara regional bureau of education. Mixed methods research acknowledges that all methods have inherent biases and weaknesses, and that using a mixed methods approach increases the possibility that the sum of the collected data will be richer, more meaningful, and ultimately more useful in answering the research questions (Hallie Preskill in Johnson et al., 2007). This concurrent MM study looks deeply at the social unit and analyses the interactions between the

factors which explain the present situation or whether the role performance. This approach allows for a wide variety of methods to gather data. These methods in this study included a thorough study of literature, questionnaires and interviews.

#### **4.3.3 Research problem**

As a result of the literature reviewed so far, there are disconnects between the principal's changing role and what are his/her daily need to ensure a conducive work atmosphere to perform instructional leadership roles more effectively in the Amhara regional state of Ethiopia. So, based on the gaps identified in the literature study, the following main research question was formulated for investigation: *How can public secondary school principals be empowered in Amhara regional state of Ethiopia to perform their instructional leadership roles more effectively?*

#### **4.3.4 Research sub-problems**

For systematic and logical handling of the major research problem, the following five specific inquiries were formulated as sub-questions of this study. These are:

- How can the concepts 'empowerment' and 'instructional leadership' be conceptualised?
- What are the relationships among structural empowerment, psychological empowerment, leadership behaviour and the effective performance of instructional leadership roles?
- Which empowering opportunities are needed by public secondary school principals at the regional, zonal and woreda education offices of the Amhara region, Ethiopia to perform instructional leadership roles?
- What are the challenges and significant predictors for empowering PSSPs in the ARSE to perform instructional leadership in the Amhara region, Ethiopia? The predictors to be examined will include structural empowerment, psychological empowerment and leadership behaviour related to instructional leadership position.
- How can a principal's empowerment process framework/model be developed towards empowering principals to perform instructional leadership roles in the Amhara region, Ethiopia?

#### **4.3.5 Aims and objectives of the study**

The main objective of this study was to establish *how public secondary school principals can be empowered in the Amhara region Ethiopia to perform instructional leadership roles*. This main objective can be divided into the following sub-aims of the study:

- To determine relationships among structural empowerment, psychological empowerment, leadership behaviour, and effectiveness in instructional leadership role performance of principals (to be addressed in both the frameworks of the research and as part of the empirical study).
- To establish which types of leadership behaviours do public secondary school principals in the Amhara region, Ethiopia exhibit in their instructional leadership roles (to be addressed as part of the empirical research).
- To establish which empowering opportunities are needed by public secondary school principals at the regional, zonal and woreda education offices to perform their instructional leadership roles in the Amhara region, Ethiopia (to be addressed as part of the empirical research).
- To find out the challenges and significant predictors for empowering PSSPs in the Amhara region, Ethiopia to perform instructional leadership roles (to be determined in the empirical study).
- To determine a principal's empowerment process framework/model to be developed towards empowering principals to perform instructional leadership roles in the Amhara region, Ethiopia (to be presented in the final chapter as unique outcome and the contribution of the study).

#### **4.4 THE STUDY POPULATION AND SAMPLING TECHNIQUES**

The population of this study consisted of principals and teachers of public secondary schools, and the owner of the core process for teachers, principals and supervisors' development (equivalent to Department heads) from the four administrative, i.e. Awi, North Gondar, South Gondar and West Gojjam, and two city administrations (Bahir-Dar and Gondar) out of the ten administrative zones and three city administrations of the Amhara regional state of Ethiopia respectively. These sample zones and city administrations were included using the purposive or

convenient sampling method. This is the most widely used of all sampling techniques, and it is the least justifiable (Vogt, 2007). The reason for doing this is that in a quantitative, qualitative or mixed methods research, the researcher is required to determine the size of his/her sample and the methods of selecting these sample participants known as the sampling scheme (Onwuegbuzie & Collins, 2007). When applied researches are conducted in real life, time and cost implications practically lead to an assortment of respondents, i.e., the selection of only a few items. The sampled subjects of the study should be representative of the study population in order to produce “a miniature cross-section”.

Therefore, the total number of public secondary schools in the ten administrative zones and three city administrations of the Amhara region were 415 (Bureau of Education, 2016). It should be noted that these 415 public secondary schools were classified in to two cycles including those who catered for Grades 9-10 (identified as first cycle) and those who catered for Grades 11-12 (known as second cycle or preparatory). This classification of secondary schools was considered during the research proposal stage. However, at the time of data collection, these classifications were found to be reverted to the former structure of 9-12 and subsequently named by secondary and preparatory schools.

Having noted such a change, the reason for conducting this research in the Amhara region was due to the fact that empowering public secondary school principals to perform their instructional leadership roles more effectively was neglected in this region. These sample zones and city administrations constituted forty seven percent (47%) of public secondary schools of the region. Of these 415 secondary schools in the region, 296 were administered and sponsored by the regional government. Therefore, the researcher intended to work at 132 public secondary schools. Bearing such a situation in mind, some adjustment was made on school sample size in order to proceed based on the research schedule. Thus, 108 public secondary schools were selected for the investigation using systematic random sampling technique that enabled the researcher to have sufficient number of samples.

What is more, as it is recommended by The Research Advisors (2006), the Sample Size Table of Krejcie and Morgan (1970) can be used to determine sufficient sample of the study with no use

of sample size calculation. Hence, there is a table for determining needed size  $S$  of a randomly chosen sample from a given finite population of  $N$  cases such that the sample proportion  $P$  would be within  $\pm .05$  of the population proportion  $P$  with a 95 percent level of confidence. That is, the table should suffice (Confidence Level = 95%, Margin of Error = 5%). To use these values the researcher could simply determine the size of the population by considering down the left most columns (see Appendix H) so that the researcher was eligible to use the next highest value (Krejcie & Morgan, 1970). Accordingly, from 132 schools, 108 schools were selected using the systematic random sampling technique based on The Research Advisors (2006) as indicated in Appendix H.

Moreover, the subjects were selected on the basis of inclusion criteria to make them eligible subjects. Therefore, effects on a participant's performance in latter conditions that result from the experience the participant had in the previous conditions of the study and any factor that creates groups that is not equivalent at the beginning of the study were taken into consideration. Hence, teachers' and principals' years of services in the study site (current school) were considered so that each subject should have been active member of the current school for a minimum of one academic year or two semester period of time. In view of that, 50 principals and vice-principals were excluded from the study on the basis of the said criteria.

Consequently, random and comprehensive sampling methods were used to select teacher and principal respondents from the population of 11758 teachers and 108 principals and vice-principals respectively using The Research Advisors' Table (2006). Therefore, while 378 eligible teachers who matched the selection criteria were identified by the researcher, just 92 principals and vice-principals were qualified to be included in the quantitative survey study. The random sampling method was used to select teachers which would make provision for individuals to be selected in such a way that each would have an equal chance of being selected (Statistics Canada, 2010) (see Table 4.1 below). The researcher also used a convenient sample of ten head principals and 20 OCPTPSD for the qualitative informants.



**Table 4. 1** The study population vs sample population

Description	Population Size	Required Sample Size	Sampling technique
No. of Zones in ANRSE	4	4	Purposive
No. City Administration	2	2	Purposive
No. of Woredas/districts	44	15	Systematic random Every 3 <sup>rd</sup> name from the list.
No. of OCPTPSD at Woreda, Zonal & Regional, Education Offices.	20	20	Census sampling
No. of Public Sec. Schools	150	108	Random sampling determined by sample Size Table
No. of Principals & Vice-Principals	128	92 Principals & V. Principals	Census sampling determined by sample Size Table
No. of Certified Teachers	11458	378	Random sampling by sample size table

*Required sample size ' is determined using “The Research Advisors (2006)” as indicated in Appendix H.*

Onwuegbuzie and Leech (2005a) in Onwuegbuzie and Collins (2007) further noted that while random sampling tends to be associated with quantitative research to be used for selecting woreda education offices, schools and teachers, non-random sampling is used to select zones and city administrations, principals and vice-principals as well as OCPTPSD at woreda, zone and regional education offices using purposive and census sampling techniques respectively. Hence, the researcher was required to decide sampling based on the researcher's resources including time, money etc. (Teddlie & Yu, 2007). This was because a MM researcher occasionally makes a compromise between the requirements of the QUAN and QUAL samples in the study, which Teddlie and Yu (2007) call “the representativeness/saturation trade-off. This trade-off means that the more emphasis that is placed on the representativeness of the QUAN sample, the less

emphasis there is that can be placed on the saturation of the QUAL sample, and vice versa” (pp. 86-87). This method is preferred for the reason that most mixed method designs utilise the time orientation dimension as its base. Time orientation in this case refers to the qualitative and quantitative phases of the study that occur at approximately the same points in time such that they are independent of one another (i.e., concurrent) .

Table 4.2 (below) for instance presents a matrix that crosses type of sampling scheme (i.e., random vs non-random) and research approach (qualitative vs quantitative). Writers further elucidate how different authors describe the most common combination of sampling schemes in mixed methods using Type 4 as shown in Table 1.2 irrespective of mixed methods “research goal”, i.e., add to the knowledge base; have a personal, social, institutional, and/or organisational impact; understand complex phenomena; ...inform constituencies; ... or examine the past (Newman, Ridenour, Newman, and DeMarco, 2003), “research objective” i.e., description;... or influence (Johnson & Christensen, 2004), “purpose” i.e., seeking convergence of findings; complimentarily; adding breath and scope to a study; or ... development (Greene et al., 1989) and “research question” (all cited in Onwuegbuzie & Collins, 2007, p. 284).

**Table 4.2** Matrix crossing type of sampling scheme by research approach

		Random Sampling	Non-Random Sampling
Qualitative Component(s)	Random Sampling	Rare Combination (Type 1)	Occasional Combination (Type 2)
Quantitative Component(s)	Non-Random Sampling	Very Rare Combination (Type 3)	Frequent Combination (Type 4)

*This Table was adapted from Onwuegbuzie & Collins, 2007, p. 284.*

Table 4.2 explains that the aim of sampling in QUAN research is to achieve representativeness. In this mixed methods approach, a researcher conducting his research with limited resources has to compromise between the requirements of (a) the representatives of his survey sample and (b) the saturation of information that will be gained from his closed-ended and open-ended questions; and semi-structured interviews. Hence, the researcher has both quantitatively (survey questionnaires) and qualitatively (semi-structured interview protocol) oriented research questions. The QUAN questions are answered using both closed-ended and open-ended survey questionnaires administered to all principals, vice-principals and teachers. The QUAL questions are answered using semi-structured interviews with a small sample of OCPTPSD at regional, zonal and woreda level whose responses are expected to strengthen the questionnaire survey in that they may describe important challenges associated with types of predictors for empowering principals to perform their instructional leadership roles more effectively in the ARSE.

Furthermore, only government schools were selected for this study, whereas private and non-government schools were not included in the study due to the fact that they have different forms of compensation, development and remuneration systems.

#### **4.4.1 Instrumentation and data collection techniques**

In mixed methods research, there are two basic approaches to research, viz., quantitative approach and the qualitative approach. According to Robert, William and Harold, (n.d., p. 1), “the former involves the generation of data in quantitative form which can be subjected to rigorous quantitative analysis in a formal and rigid fashion”. So, the perceptions of teachers and principals on the effectiveness of principals’ in their instructional leadership role performance, the perceptions of teachers and principals on the leadership behaviour, and the perceptions of teachers and principals on the measures of empowerment practices in the school context of the ARSE are treated in the quantitative approach of this research. Furthermore, the leader-empowering behaviour’s dimensions mediated the relationship between predictor variables (the structural and psychological empowerment) and the outcome variable, effectiveness in instructional leadership role performance of principals. This usually means survey research where a sample of population is studied to determine its characteristics.

Moreover, “The qualitative approach to research is concerned with subjective assessment of attitudes, opinions and behaviour”. Robert, William and Harold [n.d.], p.1) further explain that “research in such a situation is a function of researcher’s insights and impressions”. Such an approach to research generates results either in non-quantitative form or in a form which is not subjected to rigorous quantitative analysis. Therefore, which types of empowering opportunities are needed and the significant predictors for empowering public secondary school principals at the regional, zonal and woreda/district education offices to perform their instructional leadership roles more effectively were addressed in the qualitative approach. Generally, reviewing the literature and the techniques of in-depth interviews were used for this qualitative approach. Therefore, a mixed methods approach study to identify principals’ beliefs, coping behaviours, and barriers to seeking empowerment opportunities was conducted (Ward, Clark, & Heidrich, 2009).

#### ***4.4.1.1 Literature review***

The reviewed literature of chapters two and three focused on conceptualising the concepts of instructional leadership and empowerment in the context of the study. So, the concepts associated with this research problem were treated in the detailed reviewing of related literature to give profound insights about the research problems and objectives. No matter that this has nothing to do with commonly agreed definitions of empowerment: it includes so many ways, forms, sources, tools and levels of granting power and enabling principals to effectively perform their roles at their schools. According to The Free Dictionary (2000), empowerment includes authorisation (delegation of power), enabling or permission and providing opportunities.

Thus, Chapter Two explains how the researcher and other practitioners of the field conceptualise the concepts of instructional leadership and empowerment. This chapter further explains how empowerment and the effective performance of instructional leadership roles by principals are related to the aim of examining the practice of empowering public secondary school principals to increase the effectiveness of their instructional leadership roles in the ARSE, whereas Chapter Three dealt with a literature study to review the place and role of instructional leadership of public secondary school principals and establishing how this role fits into the holistic leadership behaviour of the principal.

#### ***4.4.1.2 Questionnaire (quantitative approach)***

For the quantitative approach, the researcher used 87 questionnaires to be completed by 160 principals and 365 teacher respondents who were selected using comprehensive and systematic random sampling techniques respectively. A structured questionnaire made up of categorical and scaled questions were used. The questionnaire was aligned to Day et al.'s (2010) eight dimensions of effective instructional leadership (define the vision, values and direction to raise expectations, reshape the conditions for teaching and learning, restructure parts of the organisation and redesign leadership roles and responsibilities, enrich the curriculum, enhance teacher quality, enhance the quality of teaching and learning, build collaboration internally, and build strong relationships outside the school community) and allowed for a thorough description by the respondents.

The questionnaire was comprised of five sections containing the following: Part I was related to principals' and teachers' demographical data, Part II attempted to elicit the principals' and teachers' perceptions on the relationship between empowerment and effective performance of principals in instructional leadership roles. Part III was also focused on leadership behaviours as mediating variables in the educational context and Part IV covered the variables and measures of empowerment practices in the school system. Part V dealt with open-ended questions for the respondents to give additional comments/opinions regarding how the instructional leadership role is effectively performed by public secondary school principals in which leadership is broadly shared under the concept of empowerment.

#### ***4.4.1.3 Interviews (qualitative data collection)***

The semi-structured interview is used widely to supplement and extend our knowledge about individual(s) thoughts, feelings and behaviours, meanings, and interpretations obtained from quantitative data. Semi-structured interviews are more flexible and consisting of open-ended questions so that the interviewer has a certain amount of room to adjust the sequence of the questions to be asked and to add questions based on the context of the participants' responses (Fontana & Frey, 2005).

Accordingly, the researcher selected 20 OCPTPSD/officials and ten head principals using available and purposive sampling techniques respectively. Maxwell (1997, p. 87) defined purposive sampling as a type of sampling in which, "particular settings, persons, or events are deliberately selected for the important information they can provide that cannot be gotten as well from other choices". Besides, the researcher is required to decide sampling based on the researcher's resources including time, money etc....as long as this technique is considered to be an important idea-generating tool (Teddlie & Yu, 2007).

The purpose of interviewing according to Patton (2002, p. 341) is to allow the researcher to learn about the other person's perspective: "Qualitative interviewing begins with the assumption that the perspective of others is meaningful, knowable, and able to be made explicit. We interview to find out what is in and on someone else's mind, to gather their stories". Fontana and Frey (2005) regarded interviews as a source of information that one assumes is a true and accurate picture of

the respondents' lives. Each participant was interviewed face-to-face. The purpose of the principals' interview was allowing principals to reflect on their superintendents' practices of empowerment as they carried out their responsibilities.

Interviews were semi-structured in which a fixed set of questions were utilised in order to corroborate participants' perceptions on principal effectiveness and observed behaviours, and if there were any challenges and/or potential predictors to empower PSSPs to perform their instructional leadership roles in their contexts. Questions were aligned to the perceptions of OCPTPSD (managers) and head principals regarding the instructional leadership role practices of principals.

A semi-structured interview was a process where the interviewer had established a set of questions beforehand, but intended the interview to be conversational (Yin, 2009). This structure, as well as the opportunity to delve into topics as they arose during the interview, allowed the flexibility to probe for further details. A semi-structured interview format was thus deemed advantageous because it was conducted with an open framework which allowed for focused, two-way communication. Probing questions such as the following were asked to drill deeper into the informant's responses:

- Can you give me an example?
- Can you tell me more about that?
- What did you observe?

The first five minutes of each interview provided an opportunity to talk socially with the participant. This could be seen as a way to begin developing rapport with each participant. The researcher had informed each participant that there were no correct or incorrect answers to the questions. The researcher also encouraged head principals and the OCPTPSD to regard the interview as a conversation. The researcher ended each interview by letting the participants know how valuable they were to this study and expressing his gratitude to each one of them.

During the process of interviews, field notes were taken and interviews were recorded digitally so data could be transcribed for analyses. While interviewing, it was important to remain cognizant of Yin's (2009) emphasis on the importance of the researcher's skills and attributes.

Yin (2009, p. 69) claimed that a researcher must possess the ability to “question, to listen, to adapt, to possess a firm grasp of the issues and to maintain a lack of bias before gathering the data”. Therefore, the transcribed text of each interview was returned to each individual respondent for review, possible amendments, and approval. The researcher listened to the recordings as the transcripts were reviewed to ensure the meaning had not been lost in the translation to text.

While interviewing head principals and OCPTPSD the researcher asked a factual question before an opinion question. The intent was to emphasise the empathic neutrality stance as it had been affirmed by Patton (2002). It was important for the researcher to be interested and caring in the people being studied while remaining neutral about the information that was being shared. While participants were being interviewed, it was also important for the researcher not to make any comments about what the subjects were saying. However, if necessary, the interviewer asked participants follow-up questions that were important to further understand or clarify their previous comments.

#### **4.4.2 Data collection procedure**

A consent letter was sent to the Deputy Head of Education Bureau of Amhara Region seeking permission for this study. This letter was explaining the intentions and purpose of the study. Both the principals of the schools and heads of education offices at zonal and woreda/district level were informed in writing and their permission sought. The principals were assured that the information obtained from principals and teachers would be used only for the research purpose and treated with confidentiality. Accordingly, the principals and teachers were given the questionnaires. Interviews were conducted with head principals and the OCPTPSD during office hours in the presence of the researcher. Therefore, the researcher collected all questionnaires from the principal and teacher respondents. Then, qualitative data from interviewees through field notes and a tape recorder were organised for analysis. This method was important because it ensured that the maximum number of questionnaires was completed by the principals and teachers as well as all information gathered from the interviews was recorded.



#### **4.4.3 Data analysis and presentation**

A mixed method approach was used for this research to permit an embedded mixed analysis as described above. This approach allowed for the concurrent analysis of both quantitative and qualitative data. The following sections outline the detailed steps used to conduct the analysis. Quantitative measures strived for precision by focusing on items that could be subjected to statistical analysis. Data were analysed using the Statistical Package for Social Science (SPSS), Version 20. The level of significance was set at 0.05 levels. The reliabilities of instruments in the two study populations (principals and teachers) were examined using Cronbach's alpha and were reported as early as possible.

In order to maintain the instruments reliable pre-test and retest were conducted on similar respondents from non-sampled schools. In judging an outcome measure of internal consistency, the researcher in empowering PSSPs to perform the instructional leadership role would report and consider the nature of data, the scale's length and width, the linearity and the normality of response distribution, the central response tendency, the sample response variability and the sample size.

Having these in mind, while the research questions 1 and 2 were examined using an independent t-test, question number 3 was answered by means of correlation analysis. Research questions 4 and 5 were tested using an enter method for multiple regression analysis. The first step of this part of the research involved a series of analyses to test the integrity of the data. Validity checks of the data were conducted to identify: 1) inconsistencies in the data within each data collection instrument, 2) unreasonable entries and 3) impossible entries. These checks were conducted both manually and by computer. All problems and errors were checked and corrected against the original instrument (Gall, Gall & Borg, 2007; and Yin, 2009).

Moreover, though the hand code qualitative transcripts and information were laborious and time-consuming, the researcher used the coding of recurring words or themes relevant to the evaluation question. This was done by reading through the open-ended responses to identify themes and patterns which were recorded using audio-device and a worksheet. This step

involved determining the basic unit of analysis and counting how many times each word or theme appeared.

The second step involved conducting descriptive analyses for each question. Descriptive statistics describes data in terms of measures of central tendency and measures of dispersion. The next step, step three, involved the cross-tabulation and comparison of information within target groups where sufficient sample size existed. Therefore, the t-test was used to determine whether there were significant differences between the means of the following two groups regarding two categories of continuous variables: a) the perceptions of principals and teachers on structural and psychological empowerments and leadership behaviour; b) the perceptions of principals and teachers on the effectiveness of principals in instructional leadership role performance. The correlation coefficient was also used to indicate the strength of association between two continuous variables (structural & psychological empowerment, predictors; and effectiveness in instructional leadership role performance, an outcome).

Statistically significant correlations in this analysis were significant at the .05 level unless otherwise indicated. The chi-square test was used to determine whether there were relationships between the two continuous independent variables (the structural and psychological empowerment dimensions which were anticipated to be the significant predictors of principals' empowerment). The statistical differences identified in this research had a probability of less than .05 or 5%. Step four involved testing the reliability of questions measuring the abilities and perceptions of teachers and principals. The correlation coefficient had a range of +1 to -1 (Tavakol & Dennick, 2011).

The qualitative data consisted of detailed descriptions of situations, events, interactions, direct quotations from individuals about their experiences, attitudes, beliefs, thoughts and excerpts (Straus & Corbin, 1990). Qualitative data were collected from semi-structured interviews. Open-ended narratives without predetermined or standardised categories provided participants with opportunities to reflect on their practices as they carried out their duties. Interviews were recorded digitally so data could be transcribed for analysis. The transcribed text of each interview was returned to each individual respondent for review, possible amendments, and

approval. The researcher listened to the recordings as the transcripts were reviewed to ensure the meaning had not been lost in the translation of the text. So, the analysis examined heterogeneous groups (head principals & OCPTPSD) to identify common themes having cross-confirmation that takes on a greater significance (Fontana and Frey, 2005). The process for systematically analysing the qualitative data collected as part of this study was summarised in the steps below (Laws et al., 2003:395):

**Step 1:** *Reading and rereading all collected data.* The analysis of qualitative data was the coding of recurring words or themes relevant to the inferential question. Reading data would ensure that the researcher was familiarised with the data, and thus making the analysis process far more manageable and easier. This step involved determining the basic unit of analysis and counting how many times each word or theme appeared.

**Step 2:** *Making a preliminary list of themes arising from the data.* The process of categorising data into themes referred to as “‘coding’ is conceptualised by Miles and Huberman (1994) as labels or texts assigned to units of meaning of pieces of the data collected. This refers to the process as organising raw data into conceptual categories in order to create themes that would be used to analyse the data collected from head principals and OCPTPSD.

**Step 3:** *Read data again to confirm the themes.* This dealt with verifying that the codes could be easily and unambiguously assigned to the appropriate categories. This step emphasised replicabilities and reliability. It is crucial that the data be studied several times to ascertain that the interpretations were correct and valid.

**Step 4:** *Link themes to quotes and notes.* The researcher then wrote themes next to the quotes and notes as he went through the data. Therefore, this step involved comparing the categories in terms of word-count frequencies of qualitative data and the performance of relevant statistical analysis of quantitative data (Creswell, 2009, p. 210).

**Step 5:** *Look through the categories of themes to give interpretation(s).* From the meaning attached to the interpretations of themes, logical conclusions were drawn. Note that a mixed methods approach was used in this research to permit an embedded mixed analysis as described

earlier in this chapter. The rationale for embedding qualitative data within a larger quantitative data was to better understand the research problem by converging broad numeric trends from questionnaires and the detail information from the qualitative interview questions. It was so important to obtain statistical quantitative results from samples complemented by a few open ended questions for the same samples (principals & teachers) with detailed information from OCPTPSD and head principal participants to help explaining those results in more depth.

Hence, the collected data from the questionnaire of the quantitative approach were uploaded into the SPSS data base and the significance of the relationship between the dependent (principals' effectiveness in instructional leadership role performance) and independent (structural and psychological empowerment) variables were calculated. All recorded interviews were transcribed verbatim, and each transcript was labeled with the participant's code number. Themes emerging from the interviews and the data gathered were described and detailed quotes from the interviews were included as supporting information. Hence, the results gained from the quantitative and qualitative data were integrated and interpreted using nested or concurrent transformative procedures (Creswell, Plano Clark, Gutmann, and Hanson, 2003). The said authors described this process as the activity of making sense of interpreting and theorising data.

#### **4.5 RELIABILITY, VALIDITY AND TRUSTWORTHINESS OF THE RESEARCH**

Mixed methods research is recognised as another major research approach along with qualitative and quantitative research (Johnson et al., 2007). Mixed methods research combines qualitative and quantitative approaches into the methodology of a single study. Survey research provides a quantitative or numeric description of trends, attitudes or opinions of a population by studying a sample of that population. It deals with cross-sectional study using questionnaires for quantitative data collection, with the intent of generalising from a sample to a population (Babbie, 1990 in Creswell, 2009 p. 12).

In the qualitative approach, phenomenological research is a strategy of inquiry in which the researcher identifies the beliefs, attitudes and experiences about the practice of empowering PSSPs to perform their instructional leadership roles as described by participants. Moustakas

(1994) stated in Creswell (2009, p. 13) that “Understanding the lived experiences marks phenomenology as a philosophy as well as a method, and the procedure involves studying a small number of subjects through an extensive engagement to develop patterns and relationships of meaning”. In this process, the researcher braces or sets aside his own experiences in order to understand those of the participants in the study (Nieswiadomy, 1993 cited in Creswell, 2009, p. 13).

#### **4.5.1 Reliability**

Reliability can be defined as “the degree to which test scores are free from errors of measurement” (Gall, Gall & Borg, 2007, p. 200). Reliability is, therefore, an examination of the consistency between a set of independent observations that are interchangeable. Measurement error reduces the reliability and the generalisability of the scores obtained for a researcher from a single measurement. Yin (2009, p. 36), stated that “the goal of reliability is to minimise the errors and biases in a study”. This is for the reason that, a stable research instrument is one that can be repeated on the same individual more than once and achieve the same result.

Test/retest procedures are used to test the stability of the self-developed questionnaire to measure instructional leadership role performance, questionnaires of empowering leader behaviour, and the standardised instruments of structural and psychological empowerments for the quantitative approach. Although the conditions of work effectiveness via the empowerment questionnaire (Laschinger, Finegan, Shamian, & Casier, 2000) and the psychological empowerment questionnaire (Spreitzer, 1995) are standardised and used by many researchers, they were also part of this pilot test to check if they were clearly understood by each respondent. The arrangement of the self-developed questionnaires of the principals and teachers were well structured and consistent. Each respondent of the quantitative questionnaire answered the same set of questions directly related to the purpose of the study.

Even though the use of alpha calculation has become widespread practice in “medical education research when multiple-item measures of a concept or construct are employed”, it is also found appropriate to measure the roles and behaviours of instructional leadership under the concept of empowerment research work (Tavakol & Dennick, 2011, p. 53).

Cronbach's alpha is the most widely used objective measure of reliability. According to Tavakol and Dennick (2011, p. 53), "Alpha was developed by Lee Cronbach's in 1951 to provide a measure of the internal consistency of a test or scale; it is expressed as a number between 0 and 1". This instrument is preferred for its dependability as compared to other estimates (e.g. test and retest reliability estimates) as it only requires one test administration (Tavakol & Dennick, 2011). So, it is essential to objectively measure the reliability of the questionnaires developed for principals and teachers using Cronbach's alpha. Accordingly, results of the actual survey were compared and correlated with the initial results in the pilot study of principal and teacher respondents and expressed by the "Pearson r coefficient".

Internal consistency should be determined before an instrument can be employed for research purposes to ensure validity. In addition, reliability estimates show the amount of measurement error in an instrument. Put simply, this interpretation of reliability is the correlation of survey questionnaire developed for principals and teachers were consistent and compared favorably with the internal consistency coefficients of Cronbach's alpha. Squaring this correlation and subtracting from 1.00 produces the index of measurement error. For example, if an instrument has a reliability of 0.80, there is 0.36 error variance (random error) in the scores ( $0.80 \times 0.80 = 0.64$ ;  $1.00 - 0.64 = 0.36$ ) Tavakol and Dennick (2011, p. 53). As the estimate of reliability increases, the fraction of an item score that is attributable to error will decrease. If the items in an instrument are correlated to each other, the value of alpha is increased.

In order to achieve this result, the researcher had a pilot face-to-face interview before conducting the final interviews. The researcher's goal was to be transparent, consistent, unbiased and precise through all activities during the research project and provides results that are deemed reliable (credible), (McMillan & Schumacher, 2001:166). Interviews were structured; the configuration of questions was consistent. Participants each answered the same set of questions directly related to the purpose (research questions) of the study.

Therefore, principal and teacher respondents from North Gondar and Gondar city administrations were used for pilot testing for the reason that there were 34 schools with 68 principals and 2444 teachers (which had a sufficient number of respondents) in these two study areas. The schools

from which principals and teachers were drawn were selected using the stratified random sampling method from the list of non-sampled schools that were given to the researcher by the Heads of the Education Department of North Gondar Zone and Gondar City Administration.

#### **4.5.2 Validity**

According to Yin (2009, p. 40), external validity is defined as “the domain to which a study’s findings can be generalised”. To check whether or not external validity is achieved, the data from all respondents of the quantitative questionnaires and from the participants of the qualitative interviews were compared to Day et al.’s (2010) eight key dimensions of successful leadership and principals’ role effectiveness via the empowerment questionnaire. This procedure stipulated that data collected from the principal and teacher respondents of the quantitative questionnaire and from participants’ structured and semi-structured interview questions of the qualitative approach would be checked through an external mechanism that examined the findings via an established criterion of empowering PSSPs to perform their instructional leadership roles. In mixed methods research, reliability and validity of the instrument are very important for decreasing errors that might arise from measurement problems in the research study.

In this design, the researcher nested qualitative data obtained from the OCPTPSD interviews within the larger quantitative data collected from the teacher and principal respondents in order to analyse different questions with the intent to generate a clear, accurate portrayal of the perceptions of two groups in a particular context (Patton, 2002). The mixing of the data was done through merging, connecting, or embedding the data for the reason that this embedded model was used so that the researcher could gain broader perspectives as a result of different methods as opposed to using the dominant method alone (Creswell, 2009, p. 210).

#### **4.5.3 Trustworthiness**

The trustworthiness of the data is much stronger when it is being collected through several data collection methods. Fundamental to this process is having expertise in critiquing research studies to determine whether the results of a study should be incorporated into the practice of empowering public secondary school principals. A research critique is an appraisal of the strengths and weaknesses of this study. In examining a quantitative or qualitative research study, each section of the study should be systematically assessed for its strengths and weaknesses to

check if each section is methodologically sound. A hierarchy of evidence on which to base practice decisions exists. This hierarchy ranks sources of evidence according to the strength of the evidence they provide. The strongest level of evidence comes from quantitative systematic reviews of randomised controlled trials. Therefore, evidence from qualitative studies is included in this hierarchy but placed at a lower level than quantitative studies because in qualitative research, there are no statistics on which to base evidence.

In phenomenological research different criteria are used to evaluate a quantitative versus a qualitative study. For example, the reliability and validity of different instruments used to collect data are evaluated in quantitative studies but not in qualitative studies. Trustworthiness is at the heart of a qualitative research analysis and addresses five criteria including Credibility; Dependability; Confirmability; Transferability; and Authenticity.

#### ***4.5.3.1 Credibility***

Credibility refers to the believability of the data and the confidence one has in the truth of the findings. In this study the researcher established credibility through member checks. Member checking is a strategy employed by qualitative researchers to ensure validity of the research findings. Thus, the data collected from principals' and teachers' questionnaires as well as the head principals' interviews were compared to the data collected from the OCPTSPDs' interviews to determine what the OCPTSPDs as members of the top management said about they did in exhibiting the practice of empowering principals to perform their instructional leadership role and how the principals saw their instructional leadership role. Review of the literature also provided the researcher with a more complete picture of the instructional leadership factors that were accentuated by different researchers. This triangulation of data contributed to the validity of the data analysis (Patton, 2002). As noted by Patton (2002) triangulation of the data obtained from principals' and teachers' questionnaires with the data from the interviews of principals and OCPTSPDs analyses determined consistencies and inconsistencies as they related to empowering PSSPs to perform instructional leadership roles more effectively in the ARSE.

Moreover, feedbacks were solicited on the emerging findings from some of the principals and OCPTSPDs who had been interviewed. It is the process where the researcher involved principals



and OCPTSPDs in the study to check the accuracy of the statements. The majority of principals responded by saying that the transcripts had the information they presented. Of the eighteen participants, only three made minor changes, indicating that their transcripts were accurate. The comments obtained from the participants were finally integrated into the final report. Maxwell (2005) explains that member checking is the most important way of ruling out possibility of misinterpreting the meaning of what participants say and do and the perspective they have on what is going on as well as being an important way of identifying your own biases and misunderstandings of what you have observed (p. 111).

Triangulation was used in two ways: first, three methods were employed to explore the same issue by asking different participants the same questions; the second was to validate the collected data through different methods of interviews. This method was used by comparing and cross-checking data that were collected from OCPTSPDs and principals in interviews against what had been obtained from the respondents of the quantitative data. The researcher also used triangulation to augment trustworthiness which aided in the elimination of bias According to Creswell (2014). Triangulation is the process of corroborating evidence from different individuals, types of data or methods of data collection in descriptions and themes in qualitative research.

#### ***4.5.3.3 Transferability***

Transferability refers to the ability of the findings to be transferred to other contexts so that it enables the researcher to answer questions such as do the results have applicability to other groups. Lincoln & Guba (1999) consider transferability as an alternative to external validity or generalisability. Findings from this study may not be transferable or generalised to other settings because the zones and city administrations were selected through purposive sampling. It is the discretion of the reader to relate the lessons learned from this study to other schools and judge after reading the report whether this report can be applied to other schools or not. To this end, the researcher's role as a researcher is to provide as much explanatory data so that the reader can make judgments. Fouche and Schurink (2011) confirm that transferability and generalisability pose problems to a qualitative study. Nonetheless, the application of the lesson learned from the study to other settings can be applied by the reader whose judgment is based on the report

and see whether the report applies to other situations or not. Transferability in qualitative research makes the researcher include descriptive, content relevant statements for a reader who hears or reads about the report to identify with the settings. Consequently, the researcher has constructed thick descriptions of time, place, context and experiences of the research to explain when and where the data were collected and also described the documents and the participants in details. Descriptive data were collected in detailed so that the reader can compare the one hundred and eight schools to other possible contexts to which transfer could be contemplated. Thus, the researcher has given as much description on the data sources in order to make the context of the research clear to the readers.

#### ***4.5.3.2 Dependability***

Dependability focuses on the stability of the data over time and in different contexts and conditions. It is the substitute for reliability in quantitative research where a researcher attempts to account for changing conditions in the phenomenon. In qualitative research, reliability seems problematic as human behaviour and experiences are not static. This implies that replication in qualitative research will not yield the same results; however, the results in a particular study is not discredited as data are bound for many interpretations. Dependability in qualitative research is that an outsider gets the same results as he or she concurs with the collected data that the results make sense as they are always consistent and dependable (Merriam, 2009).

Dependability was used in the form of critical friends of the researcher and professional colleagues to do peer examination or peer-review by spending hours reading the data, the analysis and the interpretations. Peers evaluated the analysis as well as the interpretations. This process made it possible for a critical friend to act as an external auditor to examine the processes of data collection, analysis and interpretation (Gay, Mills & Airasian, 2011). Henning (2004) argues for „neighborliness“ as a way to validate findings by presenting them in meetings, seminars or colloquia where one interacts with other peers. International Conferences were other platforms where the researcher participated and presented his findings to peers for critiquing the validity of the findings. This was the platform where the researcher traded and

tested the findings in the public view where participants asked questions on the research's theories and findings.

#### ***4.5.3.4 Authenticity***

So far numerous criteria have been suggested to provide trustworthiness in qualitative aspect of mixed methods research. Though corresponding criteria have been suggested as relevant to qualitative research, authenticity criteria referred to as intrinsic criteria, appear to be more relevant (Guba & Lincoln, 1989). These authors state that authenticity focuses on the degree to which researchers faithfully and fairly described participants' experiences. Authenticity criteria therefore, include fairness, ontological authenticity, educative authenticity, catalytic authenticity, and tactical authenticity, some of which overlap with critical paradigms.

As it has been discussed in chapter five below the qualitative research affects the consciousness of the researcher and research participants to the extent that it can change the way they understand the truth (see pp.157-159, par. 5.3). Hence, the issue of fairness was revealed in the process of presenting the data so that values, differences, views, and conflicts among OCPTSDs and head principals be solicited and honored. In ontological authenticity, the participants' conscious experience of the world became more informed and sophisticated. For example, the emerged values and beliefs of all participants about the relationship between empowerment and instructional leadership roles of principals were enhanced, matured, expanded, and elaborated. With regard to educative authenticity among the two groups of participants, OCPTSDs reported that their understandings of and appreciation for the roles and responsibilities of principals were positively changed. It was also reported by the principal participants that the purpose of empowering principals and the recognition of anticipated value of empowerment were well stimulated (catalytic authenticity).

Another criterion of authenticity principles is known as 'tactical authenticity'. This principle is intended to obtaining authentication from all the participants regarding whether/ how the emergent feelings of empowerment evolved and manifested themselves (Johnson & Rasulova (2016). For these authors, meticulously following up within a predetermined time frame to assess which participants and/or groups acted on their increased feelings of empowerment, and what

actions came to the forefront. The researcher and participants also had opportunities to assess the degree of empowerment that evolved during the study.

It was further observed in the results of the study that many of the manager and principal participants had developed different value systems which affect their perceptions towards empowering principals to perform instructional leadership roles. Therefore, the researcher was able to make sure that different conceptions emerge to allow conflicting ideas and value structures to express themselves (fairness). Moreover, participant's consciousness i.e. 'conscious experiencing of the world' (Guba & Lincoln cited in Schwandt, Lincoln & Guba 2007, p. 22) develops and their constructions change as participants gain experience and interact with each other. Participating in this research was part of gaining experience and changing participants' constructions as the research participants also develop a better understanding of the phenomenon under scrutiny (ontological authenticity).

But principal participants of this research not only had opportunities to know more about the practice of empowering principals to perform their instructional leadership roles more effectively in the Amhara region, they also became educated about OCPTPSDs' values and beliefs. Hence they will appreciate different opinions, judgments, and actions (educative authenticity). Johnson and Rasulova (2016) highlighted that once the diversity of beliefs and values were achieved and recognised, and their understanding was enriched, as a result of participation in this research, the research participants would not only had developed consciousness but also be empowered to act upon the phenomenon (catalytic authentication). According to Johnson and Rasulova (2016), the authenticity principle gives considerable weight to the ability of the research process to incorporate the values and constructions of participants as well as empowering them to improve their situations. Such intentions are of course not without problems when it comes to practice.

#### ***4.5.3.5 Confirmability***

Confirmability deals with objectivity, which is viewed as an agreement between two or more people reviewing the findings for accuracy and meaning. It is the final construct in the qualitative paradigm which is the parallel to the objectivity in quantitative research. Lincoln & Guba (1999) describe conformability as the need to ask whether the findings of the study could be confirmed

by another. In other words, researchers remove their evaluation from some of their inherent characteristic and place it entirely on the data. Confirmability is the process that requires the researcher to provide evidence which corroborates the findings and interpretations by means of audit (Schurink, Fouche & de Vos, 2011).

To establish conformability in qualitative research, the researcher reflected on his position as a researcher and on the research processes. Since the researcher was well -known to most of the research subjects as a lecturer and therefore had a good relationship with the principals, OCPTSDs and teachers in the Amhara region, the researcher anticipated cooperation, openness and willingness on their part to give reliable information. Moreover, the researcher was also aware of the possible effects of bias because of the preconceptions and presuppositions from his part as a researcher. In this case, he minimised his bias through “phenomenological brackets” and therefore collected and analysed data in the ways they make sense within their context (Marshall & Rossman, 2011; McMillan & Schumacher, 2001; Patton, 2002).

Like many other universities, University of South Africa adheres to all the prescribed processes to ensure the standard of research ethic is maintained. The researcher defended his research proposal at the faculty level and was granted clearance from the Ethics Committee of the UNISA in order to embark with the empirical study in the Amhara region.

In conclusion Patton (2002) encouraged researchers to focus on rigorous techniques of data collection and systematic analyses. Extreme care is taken when collecting and analysing data and all procedures are well documented. This is accomplished by ensuring that the procedures used are well documented and can be replicated numerous times with the same results each time.

Content validity shows the extent to which the survey items and the scores from the questionnaires are representative of all the possible questions about PSSPs in the school learning environment. The wording of the qualitative survey items was examined by the supervisor of the researcher and a group of Educational Administration professors, who teach and help, administer the doctor of education programme at University of South Africa. This helped to assess whether the survey questions seemed relevant to the subject they were aimed to measure, if they were in a reasonable way to gain the needed information, and if they were well-designed.

However, the data collected from principals' and teachers' questionnaires as well as the head principals' interviews were compared to the data collected from the OCPTSPDs' interviews to determine what the OCPTSPDs as members of the top management said about they did in exhibiting the practice of empowering principals to perform their instructional leadership role and how the principals saw their instructional leadership role. Review of the literature also provided the researcher with a more complete picture of the instructional leadership factors that were accentuated by different researchers. This triangulation of data contributed to the validity of the data analysis (Patton, 2002). As noted by Patton (2002) triangulation of the data obtained from principals' and teachers' questionnaires with the data from the interviews of principals and OCPTSPDs analyses determined consistencies and inconsistencies as they related to empowering PSSPs to perform instructional leadership roles more effectively in the ARSE.

#### **4.6 ETHICAL CONSIDERATIONS**

Mixed methods researchers should continually evaluate their research methodology for ethical and scientific appropriateness throughout the course of their studies (Onwuegbuzie & Collins, 2007). With this regard, it is boldly stated in UNISA's ethical clearance guide lines that;

*Researchers should respect and protect the dignity, privacy and confidentiality of participants and should never expose them to procedures or risks not directly attached to the research project or its methodology. Research and the pursuit of knowledge should not be regarded as the supreme goal at the expense of participants' rights. (UNISA 2007, p. 9)*

Therefore, ethical issues must be taken into consideration in all forms of research. Ethical decisions "are concerned with what is right or just, in the interests of not only the project ... but also others who are participants in the research" (May, 2001, p. 59). In this research, the principle of "informed consent" incorporated in UNISA guidelines and policies was applied. This refers to "a freely given agreement on the part of the researcher to become a subject of the research process" (May, 2001, p. 60). Hence, the researcher submitted a letter to the Amhara Regional Education Bureau where it was proposed that the data collection would take place in its sample zones, woredas and secondary schools. The purpose of the letter was to get permission to conduct the study and get a letter of consent (see Appendix-F).

Using the letter of consent the researcher discussed the proposed research with the respective zone and woreda officials as well as school principals who were liable to accept and facilitate all the process regarding the data collection tasks. Accordingly, invitations to participate in the research were offered and schools freely accepted those invitations. However, the researcher recognised that usually the principal accepted on behalf of the school and the degree of consultation with the teachers beforehand was not known to the researcher. For the questionnaires and interviews, therefore, a letter of invitation was issued to teacher and principal respondents who were selected using multi-stage random and availability sampling techniques as well as OCPTPSD and head principals who were included using availability and purposive sampling techniques respectively. This provided the opportunity for any individual teacher or principal to withdraw from the research at any time. Copies of those letters were annexed in the ethical clearance form (see Appendix- G).

With regard to participation in the interview, particular attention was paid to the ethical issues concerning confidentiality and anonymity. In addition to the letter of invitation and a consent form, time was allowed from the outset of each discussion for participants to ask questions or make comments on the process and implications of participating in the research. Likewise, at the end of the interview participants were given time to discuss the process and were invited to contact the author subsequently if they so wished.

Moreover, though the study was conducted in a normal social setting, its topic did not fall in the sensitive category, and the subject population was over teenage or categorised as adults. The anonymity of participants was protected by numerically coding each returned questionnaire and keeping the responses confidential. All study data has been kept in locked metal file cabinets in the researcher's office and will be destroyed after a reasonable period of time. Participants were told that a summary data would be disseminated to the professional community, but in no way would it be possible to trace responses to individuals (Creswell, 2009). In this regard, Creswell (2007) noted that researchers should anticipate the consequences of conducting the research on certain audiences and not to misuse the results to the advantage of one group or another. Hence, the researcher needed to provide those at the research site with a preliminary copy of any publications from the research (see Appendices-B & D).

#### **4.7 THE ROLE OF THE RESEARCHER**

In concurrent mixed methods the quantitative and qualitative data collection was preferred to be presented concomitantly, but the analysis and interpretation combined the two forms of data to seek convergence among the results. Nevertheless, the structure of this type of mixed methods study did not clearly make a distinction between the quantitative and qualitative phases (Creswell, 2009). The researcher's involvement with data collection of this study was similar since both closed and open ended questions were collected simultaneously. In the phase of data collection, the researcher used to administer the survey questionnaires and interview questions, and collected the data using the standardised procedures, including the convenience sampling, naturally existing groups, and reliability and validity checks of the instruments. The data analysis was performed using rigorous statistical analysis techniques and the results were interpreted based on the established values for the statistical significance of the functions.

#### **4.8 CONCLUSION**

The purpose of this chapter was to discuss the design of the study. The chapter gave a detailed explanation of the author's perspective and epistemological stance, the research approach, the study population and sampling techniques, reliability, validity and trustworthiness of the research, ethical considerations and the role of the researcher. A description of data collection instruments and procedures used in the analysis of data was given and discussed. Trustworthiness was defined and explained in detail. This descriptive survey study was employed to explore the key one hundred and eight public secondary school teachers and principals' perceptions on the practice of empowering public secondary school principals to perform instructional leadership roles in the Amhara region, Ethiopia. The interview included six head principals and twelve owners of core processes for teachers, principals and supervisors development from woreda, zone and regional education offices. The data were collected through questionnaires and interviews. The following Chapter Five deals with the presentation, analysis and interpretation of the study data.



## CHAPTER FIVE

### 5. PRESENTATION, ANALYSIS AND INTERPRETATION OF DATA

#### 5.1 INTRODUCTION

Chapter Four presented the research methodology and justified the research decisions for this study. That chapter documented the pragmatic philosophical paradigm in which the current study is embedded and from which the mixed methods research approach originated. Chapter Four also provided the rationale for implementing the mixed methods explanatory concurrent approach and explained the two phases of this study, namely: the quantitative research and qualitative research strands. The concurrent mixed method designs “are those in which the researcher converges or merges quantitative and qualitative data in order to provide a comprehensive analysis of the research problem” (Creswell, 2009 p. 228). The purpose of mixed method research is to fully investigate a problem by drawing on quantitative measures to determine frequencies and relationship of variables as well as on qualitative tools to provide insight into meaning and understanding. It combines qualitative and quantitative methods in a way that “emphasises the strength of each method and avoids -overlapping weaknesses.” It involves the recognition that all methods have their limitations as well as their strengths. The fundamental principle is followed for at least three reasons: (a) to obtain convergence or corroboration of findings, (b) to eliminate or minimise key plausible alternative explanations for conclusions drawn from the research data, and (c) to elucidate the divergent aspects of a phenomenon” (p. 228). The research designs for each of the research approaches were presented and discussed.

Chapter Four also included a summary of the views of numerous prominent researchers on the implementation of the mixed methods research approach. The research question and sub-questions were stated and discussed, with the objective of investigating *how public secondary school principals can be empowered to perform instructional leadership roles more effectively in the Amhara regional state of Ethiopia*. Chapter Four further presented and discussed the author’s perspective and epistemological stance; the data on the population and sampling methods; and instrumentation (surveys and interviews) used in this study. This was followed by an explanation of all the data collection techniques, procedures, analysis interpretation, and presentation that were utilised during the quantitative and qualitative data collection phases. This chapter also

elucidated the reliability, validity and trustworthiness of the research, ethical considerations and the role of the researcher.

Chapter Five expands the final section of Chapter Four in relation to the presentation, analysis, and interpretation of data. This chapter is divided into two sections that address the presentation, analysis and interpretation of the quantitative data and then the qualitative data. Each section will include a set of subsections with headings that correspond to the headings of the questionnaires and interview schedule. The headings of the two questionnaires are to some extent different since the purpose of the qualitative data is intended to complement the data obtained from the quantitative survey.

The quantitative phase of the study used a structured questionnaire made up of categorical and scaled questions to analyse the perceptions of principals and teachers on the relationship between empowerment and the effective performance of instructional leadership roles; the perceptions of principals and teachers on the instructional leadership behaviours exhibited by principals in performing instructional leadership roles; and the perceptions of principals and teachers on the measures of empowerment practices.

While the first part of the questionnaire deals with the demographic information of the participants, the second part of the self-developed questionnaire was to measure effectiveness in instructional leadership role performance of principals against Day et al.'s (2010) eight dimensions of effective instructional leadership. Part three of the questionnaire was adopted from "the six-dimension model of Empowered leader behaviour" of Konczak et al. (2000, pp. 307-308) to measure leadership behaviours, while the fourth part was about structural empowerment adopted from the Condition of Work Effectiveness Questionnaire-II (Laschinger, et al., 2001) and Psychological Empowerment instruments (Spreitzer, 1995) to examine the relationship between empowerment and effectiveness in instructional leadership role performance of principals.

The discussion will be based on the major themes identified from the presentation and analysis of the qualitative data using interviews in order to assist in confirming and enriching the quantitative data that have emerged from the participants. In the qualitative phase of the study,

open-ended questions and semi-structured interviews were provided to the participants to elaborate on the types of opportunities available, challenges and possible solutions to empower principals in order to perform their roles more effectively. Semi-structured interviews were used in order to corroborate the perceptions of head principals and OCPTSPDs on effectiveness in instructional leadership role performance, observed leadership behaviours, and if there were any challenges to and/or potential predictors to empower PSSPs to perform their instructional leadership roles more effectively in their schools.

The results of this study will be analysed and discussed by merging data obtained from the two methods. This integration consists of combining the qualitative data in the form of texts with the quantitative data in the form of numeric information. This combination can be achieved by reporting results together in the following discussion section of this chapter, such as reporting first the quantitative statistical results followed by qualitative quotes or themes that support or refute the quantitative results. It can also be achieved by transforming one dataset (e.g., counting the occurrence of themes in a qualitative dataset) so that the transformed qualitative results can be compared with the quantitative dataset (Sandelowski, Voils, & Knafl, 2009). This integration occurred through the use of tables and verbatim explanations that display both the quantitative and the qualitative results respectively (i.e., data displays). The analyses and findings of each specific research questions are presented hereunder.

## **5.2 PRESENTATION AND ANALYSIS OF QUANTITATIVE DATA**

### **5.2.1 Biographical data of the respondents**

The convenience sample was obtained from public secondary school teachers and principals as well as from regional, zonal and woreda education OCPTSPD. Four administrative zones - Awi, North Gondar, South Gondar and West Gojjam - and two city administrations (Bahir-Dar and Gondar) out of the ten administrative zones and three city administrations respectively of the Amhara regional state of Ethiopia were included using the convenient sampling method. These sample zones and city administrations constituted 415 (47%) of public secondary schools of the region. Of these 415 secondary schools 296 were administered and sponsored by the Amhara regional government. Therefore, the researcher intended to work at 132 public secondary schools. The initial sample of the study consisted of 378 teachers and 92 principals of whom 20

teachers and 15 principals did not complete the questionnaires so that these respondents were excluded from the analysis. Consequently, the final number of respondents that participated in the quantitative phase was 358 teachers and 77 principals. Among the surveyed respondents, nearly three-fourths of the teachers (74%) and almost all of the principals (99%) were males. Two groups of subjects were interviewed, namely OCPTPSD and head principals. Of these participants, eight OCPTPSD and four head principals were excluded from the study due to eligibility criteria that required participants to have at least one academic year experience of specific positions in their current work place to obtain reliable data. The most striking result to emerge from the data is that all interview participants were males. The results of the quantitative and qualitative data indicated that the sample schools were dominated by male teachers and principals.

It is imperative and relevant to include biographical data of teacher and principal respondents of the survey questionnaires to understand the context under which the results were analysed. There were forty public secondary schools chosen for this study. The table below depicts the details and characteristics of the respondents.

**Table 5.1** Demographic characteristics of respondents

Variable	Categories	Teachers (n= 358)		Principal (n=77)	
		Frequency	Percent	Frequency	Percent
Age	Under 29 year	107	30	29	38
	30-39 year	175	49	34	44
	40-49 year	50	14	9	12
	Above 50	25	7	5	6
	Total(percentage)	358	100	77	100
Gender	Male	199	74	76	99
	Female	91	26	1	1
	Total(percentage)	358	100	77	100
Educational Level	Diploma	4	1	2	3
	Bachelor Degree	268	75	42	55
	Master Degree	72	20	21	28
	Other	14	4	11	14
	Total(percentage)	358	100	77	100
Service year in the region	Less than 2 years	14	4	8	11
	2-5 years	54	15	14	18
	6-10 years	111	31	22	28
	Over 10 years	179	50	33	43
	Total(percentage)	358	100	77	100
Service year in the current School	Less than 2 years	93	26	17	22
	2-5 years	132	37	31	40
	6-10 years	97	27	20	26
	Over 10 years	36	10	9	12
	Total(percentage)	358	100	77	100

Table 5.1 shows how the researcher's sample was characterised by the following demographic distribution: while the largest proportion (49%) of teachers and (44%) of principals were

categorised under the age of 30-39, an insignificant percent of teachers (7%) and principals were found to be above 50 years of age. These older groups are pursuing their profession since they are motivated and performing their duties as per the requirements of the government until they reach the retiring age limit and they have no other alternative for their survival. Regarding the gender category of teachers (74%) and of principals (99%) were males, the remaining teachers (26%) and only principals (1%) were females. The most striking result to emerge from the data is that principalship in the sample schools were dominantly led by male principals. The causes of such problems were raised during the interview sessions so that the majority of participants/those who responded felt that in the current situation principalship position is disappointing even for both male and female candidates. It was further reported that the major challenges that discourage a person from pursuing the principalship as a career goal is the changing demands of the job, including increased accountability, responsibility for raising students to high standards without adequate support, legal and special education issues. So, female candidates alienate themselves from this position. One high school principal remarked, “The job requires confidence and moral courage (see Appendices I & J).

The largest portion of teachers (75%) and principals (55%) were bachelor degree holders and the second significant number (20%) of teachers and (28%) of principals had master’s degrees. Very few of the teachers (1%) and of the principals (3%) were diploma holders. The remaining small proportion (4%) and (14%) of teachers and principals respectively did not state their qualification.

Regarding work experiences, while the majority (50%) of teachers and (43%) of principals served over 10 years, the next large proportion of teacher (31%) and of principals (28%) reported to have 6 to 10 years of experiences. Fifteen percent of teachers (15%) and eighteen percent of principals (18%) served from 2 to 5 years, and the remaining teachers (4%) and principals (11%) had less than 2 years experience in the region.

The majority of teacher (37 %) and of principal (40 %) respondents had 2 to 5 years of service in the current school. The second sizable proportion of teachers (27%) and of principals (26%) had served from 6 to 10 years in the present schools. From the respondents, teachers (26%) and

principals (22%) had the minimum service of below 2 years. Finally, a small percentage of teachers (10%) and of principals (12%) had served over 10 years.

**Table 5.2** Reliabilities of instruments

Teacher and Principal Respondents (n=435)		
	Cronbach's Alpha	No. of Items
Role performance	0.98	40
Leadership behaviour	0.95	17
Structural empowerment	0.92	12
Psychological empowerment	0.89	12

Internal consistency for all items within each subscale of the principal instructional leadership role performance, instructional leadership behaviour, structural empowerment and psychological empowerment were examined using Cronbach's alpha. The Cronbach's alpha of role performance; instructional leadership behaviour; structural empowerment and psychological empowerment subscales were in the acceptable range (0.80 or above), while the alpha of the role performance was excellent (0.98 or above). The Cronbach's alpha were also ranged from a high of 0.98 (instructional leadership role performance) to a low of 0.89 (psychological empowerment) as indicated in Table 5.2 which represents the internal consistency estimates of reliability.

### **5.2.2 Discussion of the quantitative data obtained from the questionnaires**

The data obtained from the quantitative strand will be discussed according to the sub-research questions phrased in Chapter One.

#### ***5.2.2.1 First sub-research question: How can the concepts of 'empowerment' and 'instructional leadership' be conceptualised?***

This sub-question had largely been dealt with in the literature study in Chapter Two. This literature study has contributed towards a better understanding about the concepts of instructional leadership and empowerment. Hence, a concise review of literature on instructional leadership and empowerment, their types and dimensions, obstacles and ways of improving empowerment

have been given emphasis in this study. To properly conceptualise the concepts of instructional leadership and empowerment, the study employed the descriptive-analytic approach in achieving its goals. It utilised ready and primary sources of information and data. The study relied on the related literature review along with primary data collected by means of the questionnaire and semi-structured interviews especially designed for this study. In reviewing the literature of Chapter Two, the nature of leadership practices and what intellectual resources are available to assist in such conceptualisation were scrutinised. The researcher reviewed a wide range of alternative leadership models and theories to assist in thinking about and understanding of instructional leadership practices and their effects.

The results of the reviewed literature showed that effective instructional leaders are intensely involved in curricular and instructional issues that directly affect student achievement. The findings of the current study are consistent with Flach's definition of instructional leadership. As stated in Chapter Two of the literature, therefore, a working definition of instructional leadership might be the ability of the principal to guide teachers to improve instruction through the creation of favourable learning environments, building of teacher content and pedagogical knowledge, and explicit monitoring of the learning of both the teacher and the student (Flach, 2015).

Principal's effectiveness in instructional leadership role performance is the measure for the school's success or failure. Performance is a function of multiple factors and one among them is empowerment. Empowerment is a crucial factor in the enhancement of the principal's performance. Though there is no commonly agreed definition of empowerment, it can be described as enabling of principals to make their performance easier and more effective. Despite the fact that it is very limited in the school context, employee empowerment has received increasing attention from public management researchers and practitioners in the past few decades (Tsaur, Chang, & Wu, 2004).

It is accentuated in Chapter Two of the literature study that the importance of empowerment in improving principals' performance is enhancing personal self-efficacy by sharing power and authority within organisational hierarchy through the use of a set of managerial practices and techniques. Empowerment practices include delegating decision making; sharing resources such



as information, knowledge and skills; and providing contingent rewards. It is believed that, when facing rapid changes in school environments and students' needs, "it is the empowered principals who can respond and adapt more quickly to changing situations and requirements, and perform their tasks in more creative and innovative ways" (Conger and Kanungo, 1988, p. 474).

The perceptions and perspectives of the participants in an event are important to understand the concept of empowerment and instructional leadership. The analysis is not done solely from the perspective of the researcher who, as already noted, is one aspect of the event. Hence, even though it is not sufficiently possible to do the research empirically, it is important to report and acknowledge without empirical research so that it would be possible to understand the entire picture theoretically. It is clearly indicated in the review literature of Chapter Two that principals credit much of their empowerment to access for resources and support from supervisors. They also attributed much of their perceptions to themselves. For example, some head principals talked about how they had always felt assertive, but that it took a certain kind of support from others to bring out their assertiveness (see also Appendix E). Despite the general agreement on the importance of the empowerment principle, there are a wide range of differences among the two surveyed groups (teachers and principals, and OCPTPSD) about the meaning, nature, tools and applications of empowerment to enhance instructional leadership role performance. This seems to be caused by the perception differences between OCPTPSD and the instructional leaders (teachers and principals). While OCPTPSD thought that instructional leadership is linked with policy implementation and monitoring to budgeting and public relations, the perceptions of principals and teachers shifted towards instructional issues that will impact classroom instruction and student achievement (Appendices I & J).

The empirical data indicated that the overall response to the concepts of empowerment and instructional leadership was very positive. The first set of analyses examined the extent of defining the vision, values and direction by principals who were rated on average "frequently" effective in their redesign roles and responsibilities. Besides, principals' performance on enriching teacher quality and relationships outside the school community was reported to be "sometimes" effective. A possible explanation for this might be that, despite general agreement that empowerment plays a significant role in principals' effectiveness thus promoting their

performance in schools; some variations were observed between the perceptions of principals and teachers and the central office's OCPTPSD about the practice of empowering principals to perform their instructional leadership role more effectively in the region.

Among the surveyed groups many OCPTPSD participants assured that principals are not encouraged to perform their roles effectively. The given reason by OCPTPSD was that principals were not motivated to develop their capacity by themselves, rather waiting for superintendents. Besides, some head principals acknowledged principals' less motivation; though they raised the reverse reasons for their de-motivating factors. Head principals articulated that principals were reluctant to develop the staff's and their own skills and knowledge due to the lack of adequate support and encouragement from top leaders. Regardless of general agreement on the importance of the empowerment principle, there are wide differences among school leaders and OCPTPSD regarding the meaning, nature, tools and applications of empowerment. To be more specific, in the Amhara regional state of Ethiopia, principals' empowerment faces serious practical obstacles such as insufficient top management support, lack of awareness, absence of clear regulations on ways and tools of empowerment and insufficient funds as reported by the majority of principal and teacher respondents.

The results of this empirical study are almost congruent with most of the early studies which focused on the individual level, clearly delineating the relationship between empowerment and role performance of individual leadership at the unit level. However, there are many levels of decision making within the education system, with all the layers interacting and ultimately having an impact on both service providers and customers. In reviewing the literature, empowerment at the group or individual level positively influenced principals' effectiveness in their instructional leadership role performance. What is more, recent studies highlighted the relationship between empowerment, professional practice environments and learning outcomes which further identified the need for multi-level research on workplace empowerment, not only at the unit level, but also at organisational, zonal, regional, national and international levels. Measurement of the relationship between different organisational levels provides the context required to understand further the causal relationship between empowerment and effective role performance.

**5.2.2.2 Second sub-research question: What are the relationships among empowerment, leadership behaviour, and effectiveness in instructional leadership role performance?**

All analyses were carried out using SPSS, version 20. Table 5.3 presents the summary statistics for principals' and teachers' perceptions of public secondary school principals' effectiveness in instructional leadership role performance. Accordingly, means for teachers and principal responses ranged from a high of 3.89 (redesign roles and responsibilities) to a low of 3.16 (relationships outside the school community). Respondents reported that principals were on average "frequently" effective in their day to day leadership role performance. However, their performance on enriching teacher quality and relationships outside the school community was "sometimes" effective. Neither principals nor teachers rated principals' instructional leadership

**Table 5.3** Descriptive statistics of principals' and teachers' perceptions on public secondary school principals' effectiveness in instructional leadership role performance

Variables	Minimum	Maximum	Mean	Std.
Define vision, values & direction	1.00	5.00	3.824	0.820
Improve conditions for teach. & learning	1.00	5.00	3.617	0.911
Redesign roles & responsibilities	1.00	5.00	3.893	0.838
Enriching the Curriculum	1.00	5.00	3.558	0.871
Enriching Teacher Quality	1.00	5.00	3.350	0.884
Enhance Teaching and Learning	1.00	5.00	3.576	0.945
R/ships inside the School community	1.00	5.00	3.524	0.937
R/ships outside the School community	1.00	5.00	3.166	0.973

Descriptive data were generated for all variables. Table 5.4 summarises the descriptive statistics of principals' and teachers' perceptions on their principals' instructional leadership behaviours. It is depicted in the table that principals had relatively high leadership behaviours and practices.

**Table 5.4** Descriptive statistics of principals’ and teachers’ perceptions on public secondary school principals’ instructional leadership behaviour

<b>Variables</b>	<b>Minimum</b>	<b>Maximum</b>	<b>Mean</b>	<b>Std.</b>
Delegation of authority	1.00	5.00	4.10	0.863
Accountability	1.33	5.00	4.10	0.791
Self-directed decision making	1.00	5.00	3.77	0.904
Information sharing	1.00	5.00	3.80	1.007
Skill development	1.00	5.00	3.50	0.968
Coaching for Innovative Performance	1.00	5.00	3.76	0.911

Average responses for principals ranged from a high of 4.10 (delegation of authority & accountability) to a relatively low average of 3.50 (skill development). However, three of the subscales, “self-directed decision making” (M = 3.77), “information sharing” (M = 3.80) and “coaching for innovative performance” (M= 3.76) received moderately average rates from principals and teachers about instructional leadership behaviours as compared to the two subscales (delegation of authority & accountability). Principals and teachers rated “agree” for all of the six sub-scales of leadership behaviour. Surprisingly, neither principals nor teachers rated principals’ instructional leadership in the “disagree” or “strongly disagree” range for any subscales of leadership behaviours.

**Table 5.5** Descriptive statistics of principals’ and teachers’ perceptions on measures of structural empowerment practices

<b>Variables</b>	<b>Minimum</b>	<b>Maximum</b>	<b>Mean</b>	<b>Std.</b>
Access to support	1.00	5.00	3.70	0.938
Resource	1.00	5.00	3.50	0.926
Information	1.00	5.00	3.40	0.935
Opportunity	1.00	4.00	3.38	0.959

Teachers and principals gave the average ratings for the measures of structural empowerment practices to empower public secondary school principals. The means of principals’ and teachers’ perceptions ranged from a high of 3.70 (access to support) to a low of 3.38 (opportunity). That is,

while the two components of structural empowerment rated “agree” (access to support and resources) the remaining two sub scales received “neutral” (information and opportunity).

Teacher and principal respondents gave relatively high ratings for the measure of psychological empowerment practices to empower public secondary school principals in the ARSE. The means of respondents ranged from a high of 4.00 (competence) to a relatively average of 3.63 (impact). Almost all components of psychological empowerment were rated on “agree” as depicted in the following table.

**Table 5.6** DESCRIPTIVE statistics of principals’ and teachers’ perceptions on measures of psychological empowerment practices

<b>Variables</b>	<b>Minimum</b>	<b>Maximum</b>	<b>Mean</b>	<b>Std.</b>
Competence	1.67	5.00	4.00	0.619
Meaning	1.67	5.00	3.95	0.662
Self-determination	1.33	5.00	3.84	0.753
Impact	1.33	4.00	3.63	0.812

**Table 5.7** The overall descriptive statistics about principals’ effectiveness in instructional leadership role performance, leadership behaviours, structural empowerment and psychological empowerment practices in the ARSE

<b>N=435</b>				
<b>Variables</b>	<b>Minimum</b>	<b>Maximum</b>	<b>Mean</b>	<b>Std.</b>
Structural empowerment	1.00	5.00	3.50	0.81
Psychological empowerment	1.00	5.00	3.84	0.61
Leadership behaviour	1.00	5.00	3.82	0.77
Principals’ role effectiveness	1.00	5.00	3.56	0.80

Means, standard deviations, and coefficient alphas were computed on the assumed dimensions using the initial sample (N= 435). Mean values ranged from a high of 3.84 to the lower 3.50, indicating the perception that the respondents generally felt that their principals performed their

instructional leadership roles effectively. Standard deviations ranged from 0.61 to 0.81, indicating moderate variability in the ratings.

The results of data analysis revealed that respondents rated on average “agree” in each variable of instructional leadership behaviour, structural and psychological empowerment, and effectiveness in instructional leadership role performance. Table 5.7 reveals that participants rated their principals from a high of 3.84 (psychological empowerment) to a low of 3.50 (structural empowerment).

To investigate the effect of one to the other the researcher used more statistical test to support the above information by applying advanced statistical methods like correlation analysis, regression analysis and chi-square association.

**Table 5.8** Correlation matrices between leadership behaviours, structural and psychological empowerments, and effectiveness in instructional leadership role performance of PSSPs in the ARSE.

	Structural Empowerment	Psychological Empowerment	Leadership Behaviour	Effective role Performance
Structural Empowerment	1	.76*	.63**	.74**
Psycho. Empowerment	.76**	1	.56**	.67**
Leadership Behaviour	.63**	.56**	1	.77**
Effective role Performan.	.74**	.67**	.77**	1

*Note: Items were measured on a 5-point Likert-type scale. Correlations of .56 or greater are statistically significant at  $P = .01$  (two-tailed); coefficient alpha estimates of score internal consistency are given on the diagonal.  $N = 435$ .*

Independent sample t-tests were carried out to assess whether the factor and outcome variables correlated. The correlation coefficients of structural and psychological empowerments; leadership behaviour; and effectiveness in instructional leadership role performance were summarised in Table 5.8 above the diagonal. The study found that most of the variables were significantly correlated. This Table reveals that structural empowerment, psychological

empowerment, and leadership behaviour variables have relatively a direct linear relationship one to the others in performing instructional leadership roles more effectively.

Specifically, the strongest correlation existed between leadership behaviour and principals' effectiveness in instructional leadership role performance ( $r=.77$ ,  $P=.01$ ). The second strongest correlation existed between structural empowerment and psychological empowerment ( $r=.76$ ,  $P=.01$ ). The relationship between structural empowerment and effective role performance was also high ( $r=.74$ ,  $P=.01$ ).

The result of the analysis revealed that a stronger correlation existed between leadership behaviour and structural empowerment than between leadership behaviour and psychological empowerment. Thus, there appears to be empirical support for the positive influence of structural empowerment on leadership behaviour in the workplace. In general, all the variables are statistically significant at  $P\text{-value}<0.001$ . The data indicated a moderate relationship between psychological empowerment and leadership behaviours. All the variables are, therefore, statistically significant at ( $P\text{-value}<0.001$ ).

#### ***5.2.2.3 Third sub-research question: Which empowering opportunities are needed by public secondary school principals?***

The following Table 5.9 shows a two-way ANOVA that revealed the types of opportunities provided by educational officials to ensure principals' empowerment so as to be autonomous to perform instructional leadership roles more effectively. Interestingly, this correlation is related to the results obtained from the respondents of open-ended questions in Table 5.11 below. The Multiple Regression Analysis of Table 5.9 illustrates that one problem with any univariate approach ignores the possibility of a collection of variables each of which is weakly associated with the outcome. So, they can become important predictors of the outcome when taken together.

**Table 5.9** Over all model summaries for effective instructional leadership role performance of principals in the ARSE

<b>Model</b>	<b>R</b>	<b>R-Square</b>	<b>Adjusted Square</b>	<b>R- Std Error of the Estimate</b>
<b>1</b>	0.853	0.727	0.718	0.423

#### ANOVA

<b>Model</b>	<b>Sum of Squares</b>	<b>Df</b>	<b>Mean square</b>	<b>F-value</b>	<b>Sig.</b>
<b>Regression</b>	197.112	14	14.079	78.791	0.000
<b>Residual</b>	73.979	414	0.179		
<b>Total</b>	271.091	428			

Multiple regression analysis was used to predict the most important variables in empowering principals to perform instructional leadership roles more effectively. Based on the summarised analysis from Table 5.9, the model reveals that these variables depict 72.2% of a dependent variable empowerment of secondary school principals at p-value <0.001. It is also worth mentioning that the effectiveness of principals in their instructional leadership role performance depends on the practices of both structural and psychological empowerment and leadership behaviour. Table 5.9 of descriptive statistics further revealed that respondents rated on average “agree” on the psychological empowerment to the practices of empowering PSSPs to perform their instructional leadership role more effectively in the ARSE. If these conditions are not fulfilled, there will be a probability of occurring challenges that prevent the practices of principals’ empowerment.

Another important finding from the reviewed literature and interviews of participants was that the unique relationships that exist in a district/woreda education office are the one between the school boards and school principals. As the local government’s representatives, the school boards are asked to put the vision of the school into action which at times can detrimentally impact their role as an instructional leader (Hoyle, Bjork, Collier, & Glass, 2005). School boards are extremely active in the political arena and the principal is very often asked or directed to



accompany school boards to these events and meetings to offer background information and advice on educational matters. As a result the relationship with school boards demands a large amount of the principal's time in order to encourage them to get their best support in the management of the school.

***5.2.2.4 Fourth sub-research question: What are the challenges and significant predictors for empowering PSSPs in the ARSE?***

The predictors to be examined were structural empowerment, psychological empowerment and leadership behaviour related to the instructional leadership position. The results of the regression analysis are displayed in Table 5.10. Dimensions of structural empowerment, psychological empowerment and leadership behaviour seem to have significant relationships with principals' role performance. These factors may explain the relatively good correlation between independent variables and the dependent variable of the research problem.

**Table 5.10** Multiple regressions of leadership behaviour; structural empowerment, psychological empowerment; and principals' effectiveness in instructional leadership role performance in the ARSE

<b>Model</b>	<b>Coefficients</b>			
	B	Std.Error	T	P-value
<b>Constants</b>	-0.189	0.162	-1.167	0.244
Str. Empowerment: <b>Access to support</b>	0.085	0.036	2.349	0.019
Str. Empowerment: <b>Resource</b>	0.122	0.036	3.358	0.001
Str. Empowerment: <b>Information</b>	0.051	0.034	1.500	0.135
Str. Empowerment: <b>Opportunity</b>	0.067	0.036	1.848	0.065
Psy. Empowerment: <b>Competence</b>	0.023	0.046	0.510	0.610
Psy. Empowerment: <b>Meaning</b>	0.107	0.046	2.328	0.020
Psy. Empowerment: <b>Self –determination</b>	0.054	0.045	1.214	0.226
Psy. Empowerment: <b>Impact</b>	-0.011	0.039	-0.280	0.780
LB. <b>Delegation of authority</b>	0.129	0.036	3.611	0.000
LB. <b>Accountability</b>	0.069	0.036	1.949	0.052
LB. <b>Self-directed decision making</b>	-0.045	0.041	-1.085	0.279
LB. <b>Information sharing</b>	0.056	0.034	1.652	0.099
LB. <b>Skill development</b>	0.150	0.039	3.871	0.000
LB. <b>Coaching for inov. Performance</b>	0.147	0.043	3.398	0.001

*Note: (Str. =structural, Psy.=psychological and LB.=leadership behaviour)*

Means, standard deviations, alpha reliability coefficients, and correlations among the fourteen measures appear in Table 5.10. They ranged from moderate to large correlations among all of the leadership behaviour scales and the composite measure of structural and psychological empowerment indicating that leader behaviours are related to the structural and psychological experience of empowerment. Table 5.10 also shows that both the leadership behaviour scales and the structural empowerment and psychological empowerment measures were related to effective role performance of principals. The study found evidence that the scales are positively related to

the theoretically relevant outcome variables of effectiveness in instructional leadership role performance.

Consequently, Table 5.10 shows that, among the dimensions of structural empowerment, **access to support and resource** have statistically significant effect on principal instructional leadership role performance. Whereas **meaning** among the components of psychological empowerment has an effect on the effectiveness in instructional leadership role performance of principals at P-value=0.02. Further analysis showed that **delegation of authority, self-directed decision making** and **coaching for innovative performance** of leadership behaviour dimensions have significant relationships with effective role performance of principals.

It is also important to know all the above seven dimensions of the three variables (structural empowerment, psychological empowerment & leadership behaviours) as they contribute towards the challenges or opportunities of empowering PSSPs. These results suggest that Table 5.8 Correlation matrices, Table 5.9 Overall model summary, and Table 5.10 Multiple regressions of the three variables are the significant predictors for effectiveness in instructional leadership role performance.

### **5.2.3 Discussion of the quantitative data obtained from the open-ended questions**

The data obtained for the quantitative phase will be discussed according to the sub-research questions stated in Chapter One. The purpose of open-ended questions was to assist the quantitative side in making collected data easier by interpreting, clarifying and illustrating quantitative findings. Moreover, open-ended questions were provided for the respondents to give additional comments/opinions regarding how principals are empowered to perform instructional leadership roles effectively under the concept of empowerment. A clear pattern was therefore found in the answers to the question “What types of opportunities are available to principals in the region?” In analysing open-ended responses, the researcher found that some respondents did not answer the question as it was posed; therefore, some questions did not reflect 100% responses.

#### ***5.2.3.1 Open-ended question 1: What types of opportunities are available to principals in the region?***

The comments below illustrate the types of opportunities provided by educational officials to ensure principals' empowerment. The overall response to the survey was also poor with the exception of professional development. These were classified into three broad categories professional development, monitoring and evaluation support, and no opportunity is given to principals. Table 5.11 summarises the percentage of responses that fell into each category of opportunity.

**Table 5.11** Percentage of opportunities provided to principals so as to effectively perform their instructional leadership roles

Sub-themes	Teachers (n=358)		Principals (n=77)	
	Frequency	%	Frequency	%
Professional development opportunities	243	68	35	45
Support from superintendents	47	13	19	25
No opportunity is given to principals	68	19	23	30
Total	358	100	77	100

The large portion of teachers (68%) and of principals (45%) said that professional development opportunities were available for principals. The second significant number of teachers (19%) and of principals (30%) reported that there are no opportunities available to empower principals. Specific examples of the available opportunities listed by principals and teachers included: providing further education programme for MA degrees, other short term trainings and regional workshops related to policy issues. Some felt that frequent supervision visits were provided by the cluster supervisors, while others considered the provision of school manuals and procedures with established standards of principals (MOE, 2003). However, Yukl (2002) asserts his concern that leaders play an important role in the attainment of organisational goals by creating a climate that would influence principals' attitudes, motivation, and behavior.

#### ***5.2.3.2 Open-ended question 2: What are the challenges that constrain the practices of empowering principals to perform instructional leadership roles more effectively?***

With regard to the challenges that constrain the practices of empowering principals to perform instructional leadership roles more effectively, the most frequent answers forwarded by most of the respondent groups were the same. The challenges identified by the respondents include access to information, support, resources, and opportunities to learn and grow in their work setting. As indicated in Table 5.12 below, the majority of teacher (41%) and of principal (48%) respondents commented that lack of the required skills and knowledge were deterring challenges. The other important challenges were reported by the same groups that the lack of opportunity to make workplace decisions and shortage of resources. Table 5.12 provides the category of those challenges.

**Table 5.12** The challenges that constrain the practice of empowering principals to perform instructional leadership roles more effectively

Sub-themes	Teachers (n=358)		Principals (n=77)	
	Frequency	%	Frequency	%
Lack of opportunity to make workplace decisions	92	26	28	36
Shortage of resources	119	33	12	16
Lack of the required skills and knowledge	147	41	37	48
Total	358	100	77	100

The majority of respondents further commented that leadership deficits among principals rather than specific instructional leadership needs affect their performance. These examples are mirroring those challenges to which principals do not have opportunities to be empowered. Most responses given to open-ended questions were surprisingly comparable to the variables identified in both empowerment and leadership behaviours which were obstructing the practice of empowering PSSPs to perform their instructional leadership roles more effectively. It was also interesting to note that some principals described the trust between principals and some OCPTPSD was a challenge in creating a positive atmosphere in their school. Some of the interview participants explicitly raised such challenges that, principals of government secondary schools should be re-train through various possible mechanisms for improvement in instructional supervision (see Appendices-I & J). The government should also provide adequate fund directly to the schools account for principals to execute their school activities effectively.

### ***5.2.3.3 Open-ended question 3: What possible mechanisms should be devised to overcome the challenges that prevent the practice of empowering principals?***

Principals and teachers were asked to suggest possible mechanisms to overcome the challenges that prevent the practice of empowering principals to perform their instructional leadership roles more effectively. Some respondents of principals and of OCPTPSD expressed the belief that the autonomous right for self-directed decision making must be in place. For example, several principals suggested that as school principals they would benefit from training on matters including how to communicate better, how to be a good team leader, how to promote more positive leadership, how to manage time more efficiently, how to be more autonomous and more consistent with student discipline matters, and how to be professional while being friendly (see Appendix-I).

The majority of teachers and a reasonable number of principals who responded to this item felt that enhancing principals' capacity should be given priority. Besides, some responses – specifically a minimum number of teacher and principal respondents - reported that principals were not accessed for effective support so that adequate provision of resources were emphasised, including well-structured performance-based pay salary, access for supporting principals to enhance internal and external communication skills, and awareness of need for principals to develop knowledge, ideas, energy, and creativity in order to give more time to instructional issues. Therefore, such professional development opportunities would better prepare principals to perform instructional leadership roles more effectively. Table 5.13 summarises the percentage of mechanisms that should be taken to overcome the challenges of empowering principals to perform their instructional leadership roles more effectively.

**Table 5.13** The mechanisms that should be devised to overcome the challenges of principals to perform their instructional leadership roles more effectively

Sub-themes	Teachers (n= 358)		Principals (n=77)	
	Frequency	%	Frequency	%
Access for decision-making opportunity.	93	26	25	33
Adequate performance-based pay	93	26	14	18
Enhance principals capacity	172	48	38	49
Total	358	100	77	100

## 5.2.4 Conclusion

The researcher used mixed methods, descriptive design. A questionnaire was administered by the researcher to collect the data from 358 teachers and 77 principals who were included using simple random and available sampling techniques respectively. The questionnaire had both closed- ended and open-ended questions. The purpose of this section of the chapter was to present and analyse the quantitative data obtained from these closed-ended and open-ended questions addressing the four sub research questions that guided this study. The results obtained from the analysis of quantitative data revealed that there is an emerging consensus across the respondents that principal empowerment is a vital mechanism through which effective instructional leadership role performance can be achieved, and a strong school leadership established. The following section of this chapter provides a brief presentation and analysis of qualitative data of this research.

## 5.3 PRESENTATION AND ANALYSIS OF QUALITATIVE DATA

### 5.3.1 Introduction

The standpoint basis of most qualitative research is that there is no single truth or reality and those phenomena depend on our perceptions and interpretations of them. Therefore, the nature of reality is not unique or objectively verifiable but relative (ontologically relativist) and is created by our interpretations of it (epistemologically constructionist / interpretivist / or subjective). The “truth” presented in this section of the research is subsequently a result of the interaction and relationship between the researcher and the researched rather than simply of the research design, as it is constructed by individuals under particular conditions and in a particular context, and

accordingly cannot be generalized (Sandelowski, 1986 cited in Johnson & Saltanat Rasulova, 2016). The field of qualitative research is therefore, a diverse and expanding field with a range of approaches and methods such that it involves further debate and disagreement within it.

Qualitative data in the words and categories of participants lend themselves to exploring how and why the phenomena occur. The survey of the perceptions of OCPTPSDs and head principals on the practice of empowering PSSPs in the Amhara regional state of Ethiopia: captures the viewpoints and experiences of OCPTPSD and head principals working in education offices and in public secondary schools respectively. This section of the chapter provides brief presentation and analysis of the qualitative data obtained in the study.

### **5.3.2 Biographical data of interview participants**

A small sample was chosen because of the expected difficulty of obtaining information from large number of participants. This is because interviews made by well-trained interviewers are required to supplement and extend our knowledge about individual(s) thoughts, feelings and behaviours, meanings, and interpretations obtained from the participants (Huffcutt & Woehr, 1999). Two groups of subjects were interviewed, namely OCPTPSD and head principals. The first group was known as ‘owners of core processes for teachers, principals and supervisors’ development’ (OCPTPSD) which is equivalent to the common name of department heads and the second group was comprised of secondary school head principals.

While the first group consisted of 12 OCPTPSD, the second group was comprised of six head principals though the initial sample had consisted of 20 OCPTPSD and ten head principals. Eight participants from OCPTPSD and four participants from the head principal groups were excluded from the study based on the inclusion criteria which required individuals to have at least one academic year experience in their specific positions to obtain reliable data. So the final numbers of participants interviewed were 12 OCPTPSD and six head principals. The data revealed that all (100 per cent) of the responding OCPTPSD and head principals were male.

Two (11.1%) of the 18 respondents (n=12 OCPTPSD + six head principals) were 52 years of age or older and 16 of the 18 ranged in age from 25 to 50 which accounted for 88.9% of the interview participants. Overall, the responding subjects were matured (middle-aged) people. This



can be interpreted as indicative of several years of professional experience. Data obtained from interview participants suggested that they have different levels of experience of being in management roles ranging from the minimum of two years to a maximum of 10 years of experience. The average number of years of management experience was six years.

With regard to their highest qualification levels, two separate questions were posed, one on the highest level of qualification and the other on highest level of formal management qualification. The data suggested that the majority of responding OCPTPSD and head principals were not well qualified for the position they possessed. Only two of the 18 (11.1%) participants (n=18) held master's-level degrees with different subject areas and the other 16 (88.9 per cent) held bachelor degrees. One of the 18 participants (5.6 per cent) (n= 18) had a bachelor degree with educational planning and management qualification.

It is known that educational leaders' professional background provides supplementary information that relates to the qualification level of leaders. All of the participants with bachelor-level qualifications came from different subject area backgrounds (non educational management and leadership). This data does not correspond with data from the literature review regarding the training and preparation programmes of educational leadership (see Appendices I & J). Data on training requirements indicated that, in Ethiopia, a master's degree in any subject and a subsequent short training in educational leadership is a minimum requirement to enter the field of instructional leadership (MoE, 2013).

### **5.3.3 Presentation and analysis of interview data**

This study was conducted over a three month period starting in October 2016 after ethics approval had been obtained from UNISA. Semi-structured interview was used for this mixed method descriptive survey research for the reason that a semi-structured interview allows informants the freedom to express their views on their own terms. Semi-structured interviews can also provide reliable, comparable qualitative data. The interview is used widely to supplement and extend our knowledge about individual(s) thoughts, feelings and behaviours, meanings, and interpretations obtained from quantitative data.

Databases were prepared in order to assist with the sorting, categorising, and retrieving of data for analysis. According to Patton (2002, p. 440), this was required to “get a sense of the whole”. It was imperative to ensure that, as thoroughly as possible, all data was labeled correctly and all interview transcripts were complete. Patton (2002) further noted that verbatim transcripts are critical for qualitative analyses. The author further explained that this is how we stay true to the material and ensure that the reader is hearing the interviewee’s voice and not the researcher’s voice. All recorded interviews were transcribed verbatim, and each transcript was labeled with the participant’s code number (see Appendices I & J).

The data obtained from these participants were reviewed to determine if their opinions, beliefs, and perceptions introduced new facts to the information obtained from the quantitative data. Data analysis was based on an inductive approach geared to identifying patterns in participants’ responses. To recognise the patterns in the gathered qualitative data required the ability to place the data into meaningful categories and themes. It was found that these themes applied to the 12 OCPTPSD and six head principals. Each of these themes is discussed and reviewed in detail.

Finally, the data obtained from interview participants were analysed by identifying, coding, and categorising the themes found in the data. The interview findings were organised and discussed in five broad themes as described below. The recorded responses of participants were listed as transcribed by the researcher. They were then reviewed under major sub-themes and concepts. Each of these themes was accompanied by statements from participants that capture the strength of the emerging theme.

#### ***5.3.3.1 Theme 1: First steps taken to empower principals***

Both the manager and principal group expressed their beliefs that principals should get the opportunity to increase knowledge and skills. However, participants commented that the practices of educational managers to empower principals and implement school-based decision making had gradually resulted in a move away from professionalisation of teaching toward bureaucratic control (reported by P5). Concerning this question, both OCPTPSD and the principal groups identified three main priorities that should be the first steps and should become parts of school culture.

For example, when describing their priority to empower principals, all of the head principals and the larger proportion of OCPTPSD underscored the importance of merit-based assignment for this critical position. Another possible step identified by the majority of head principals and half of OCPTPSDs was professional freedom/self-directed decision making to empower principals in the region. The interviewees reported that “Without it we would simply be jumping from one random priority to the next”. The focus of professional freedom or self-directed decision making was emphasised by principal participants as a significant domain of the successful role performance of instructional leadership. It was also reported by most of head principals that education officials have to envisage developing the skills and knowledge of secondary school principals to perform their instructional leadership roles more effectively (Appendix I).

The participants added that; in order to accomplish this task an extensive collaboration process should be utilized with the participation of different stakeholders: “We felt that if we were going to embark on this process we definitely wanted to hear from as many stakeholders as possible” (M1 & M3). “Overall, the newly formed three main priorities have been well received and should become part of our professional culture” (reported by principal group). However, for the revision of these priorities to be meaningfully accepted by stakeholders, it took considerable effort and the ongoing repetition of these priorities in multiple settings for them to be assimilated:

*For the previous several times things were going as business as usual. We had to keep repeating these new priorities over and over again. It was like people weren't really ready to see these changes implemented until they had heard about them in several different settings (described by principal 3).*

#### **5.3.3.2 Theme 2: Leadership behaviours exhibited by principals**

The participants were asked to comment on the types of leadership behaviour that would be exhibited by public secondary school principals in performing instructional leadership roles. Just over half of the OCPTPSD who answered this question reported that many principals lack motivation to develop skills and knowledge, though this group failed to consider the causes of low motivation to develop skills and knowledge. This result may be explained by the fact that principals did not have confidence to make decisions on their leadership responsibilities for

various managerial problems. These problems were reported by the majority of principal participants too. However, significant differences occurred between the head principal and OCPTPSD participants about the root causes of low motivation to develop principals' skills and knowledge. While a large proportion of the OCPTPSD interviewees argued that principals are not motivated to develop their skills and knowledge by themselves, rather waiting for the actions of top leaders, a similar proportion of principals confirmed the comments given by OCPTPSD with different justification. The principal group reported absence of support from their superintendents and the presence of an inconvenient work environment as the major reasons for their low motivation to empower themselves.

For instance, while a significant number of OCPTPSD commented that some principals hesitate to delegate authority, others reported that principals are unable to involve the staff members in decision making. Surprisingly, almost an equivalent number of OCPTPSD reported the contrary observation that principals used to exercise shared decision making. This inconsistency may be due to the lack of common understanding and adequate information about the root causes of problems of school principals.

A reasonable number of surveyed principals also indicated that they lacked motivation to develop their skills and knowledge. A possible explanation for this might be that principals lack empowerment opportunity that makes them unable to develop self-directed decision making capacity. There are, however, other possible explanations. Principals have had low morale due to various reasons that are discussed below. In order to reach a conclusion on this issue, the researcher felt the need to have comparative studies undertaken to find out the degree of differences or similarities regarding the perceptions of principals and OCPTPSD.

#### ***5.3.3.3 Theme 3: Empowering opportunities needed by principals***

The overall response to this question was also different. While looking upon the promising initiatives/strategies available to public secondary school principals to perform their instructional leadership roles more effectively, a number of participants suggested that adequate support from superiors was available. With regard to this interview question, participants had positive perceptions on the strategy related to professional growth in the formal education domain. The

marked evidence of professional growth included further education to have an MA degree and alternative methods for short term trainings about government policies. Some participants expressed the belief that there were objective recruitment and selection criteria to assign competent principals so that well prepared principals are assigned for the instructional leadership position. Besides, while the majority of OCPTPSD and principals reported that there have been opportunities for adequate support from superiors, a small number of principals commented to the contrary that there is no promising strategy to empower principals.

On the same question of possible strategies available to empower principals, some participants reported that sometimes there is confusion about what is meant by the term ‘empowerment’. For example, “it is not uncommon for managers to tell us that we are empowered but not explain what they mean by empowerment” (P.3). A principal may make an assumption about what the manager means by empowerment – he or she responds enthusiastically by making a decision independently that they may have had to get approval for in the past. The manager responds negatively because he or she was just looking for principals to share more ideas with them, and not actually make decisions of their own. Consequently, the principal feels unhappy and returns to his or her old ways of working. As such, a key issue is for managers to be clear and explicit about what they mean by empowerment (Appendix I).

#### ***5.3.3.4 Theme 4: Barriers that constrain the practice of empowering public secondary school principals***

Responses regarding the barriers that deter principals from being empowered were categorised under four major sub-themes including inadequate funding and problems of financial administration, low principals’ morale, poor support from superiors, and lack of principals’ confidence. A number of informants reported that principals have had low morale due to various reasons affecting the practice of empowering principals. The other significant number of interviewees remarked the insufficient support from top management was one of the barriers that deter empowering principals to perform instructional leadership roles more effectively in the region (Appendices I & J). This response is somewhat contradictory with what they reported above in 5.3.2.3 where they reported to have opportunities for adequate support from superiors to empower principals.

A reasonable percentage of principals (50%) and OCPTPSD (42%) stated directly that principals have not yet been professionally supported by their immediate superiors or supervisors. Among the issues that have been cited in this study are: undue interference with the day-to-day running of the school; intimidation, and promoting unnecessary reshuffling of school principals. Further analysis reveals that four head principals reported undue interference with the day-to-day running of the school; three principals reported intimidation and five of them reported promoting or encouraging unnecessary reshuffling of principals.

Moreover, while a relatively low proportion of OCPTPSD reported to have an opportunity for adequate funding and appropriate financial administration, just half of the principals those who answered this question reported that there was prevalence of shortage of funding and financial administration problems. The results of this investigation generally show excessive interference with the running of the schools, intimidation of principals, and promoting unnecessary reshuffling of school principals. Other participants felt that some people nominated by the officials to serve on the school board lacked commitment, skills and knowledge so that they were unable to support principals. A further problem that emerged from the interviews had that there was very limited or no financial and technical support to properly run instructional activities (see Appendices I & J).

The findings of the current study are consistent with those of Hoyle et al. (2005) who found the unique relationships that exist in a district/woreda education office is the one between the school boards and school principals. As the local government's representatives, the school boards are asked to put the vision of the school into action which at times can detrimentally impact principals' roles as an instructional leader. School boards are extremely active in the political arena and the principal is very often asked or directed to accompany school boards to political events and meetings to offer background information and advice on educational matters. As a result the relationship with school boards demands a large amount of the principal's time each working day (Hoyle et al., 2005).

#### ***5.3.3.5 Theme 5: Measures taken by the education officials to overcome the barriers that constrain the practice of empowering principals***

The results of the interviews show that carrying out practical activities should be in place to empower principals in order to perform their instructional leadership roles more effectively. The majority of interviewees felt that each stakeholder of the schools should be clear about the roles and responsibilities of secondary school principals in order to provide the required support so as to empower them. Sixty-seven percent of the principals and fifty percent of OCPTPSD participants indicated that an appropriate compensation system and professional support which directly related to instructional leadership needed to be provided for public secondary school principals. Sustainable capacity development programmes are also very important to enhance principals' confidence in their instructional leadership role performance. The maximum proportion of principals and a sizable number of OCPTPSD remarked on the importance of capacity development as one of the strategic measures that should be taken by OCPTPSD.

While a moderate proportion of principals emphasised the importance of objective recruitment and selection criteria for principalship positions, a limited number of OCPTPSD supported the issue. It was also reported that OCPTPSD or supervisors are required to devote time and resources for instructional leadership. Other responses to this question included that the absence of adequate resources and inconvenient work conditions were among the major reasons for principals' disempowerment. Work conditions refer to the amount of work principals and vice-principals do, the remuneration they receive for their work, and the support they receive from the community should be improved. For example, several OCPTPSD suggested that their principals would benefit from training on matters including how to communicate better, how to be a good team leader, how to promote more positive leadership, and how to manage time more efficiently, though the reality was found to be different (Appendix J). Another important finding was that some managers lacked the courage to genuinely empower their principals. These managers are afraid that they will lose control if they genuinely empower employees. They worry that principals will make mistakes. They assume that they alone are the source of the best ideas. These concerns are especially strong for managers who have spent significant time in command and control of bureaucracies. Starting with small initial steps at sharing power, setting clear limits for empowerment, and building trusting relationships have been found to be effective

mechanisms for reducing these concerns (see chapter two, section (see Chapter Two, section 2.3.2 par. 8 & Appendix I, Principal 5).

Over half of those surveyed reported that principals require more psychological empowerment under the following conditions: wider spans of control between management and principals, more access to information about the mission and performance of the school, performance based individual rewards, role clarity, enriching job characteristics, and supportive organizational cultures where principals feel valued and affirmed. Strong work relationships also enable feelings of empowerment. It was reported that principals experience more empowerment when they have more sociopolitical support from subordinates, peers, superiors and even customers.

This study produced results which corroborate the findings of a great deal of the previous work in this field. Hence, moving beyond operating social structural empowerment as Kanter's power tools, it was found that actual participation in decision making (both decisions that shape the direction of the school and decisions pertinent to one's own work) was related to stronger feelings of psychological empowerment in school leaders. Similarly, Spreitzer (1996) found that principals as other employees in units with a more participative work climate, wider spans of control, and performance-based pay reported higher levels of psychological empowerment. While no study looks at the full set of structural empowerment elements, the findings do suggest that structural empowerment is related to psychological empowerment of principals (Wallach and Mueller, 2006).

#### **5.3.4 Conclusion**

This qualitative inquiry involved 12 OCPTPSDs and six head principals from the same regional state of education bureau, woreda education offices and secondary schools. Data was collected through interviews. Interview data from the 12 OCPTPSDs and six head principals involved in this study provided findings that focused on the first steps taken to provide empowerment opportunities for principals, leadership behaviours exhibited by principals in performing instructional leadership roles, promising strategies available to empower principals, barriers that constrain the practice of empowering public secondary school principals and measures taken by the education officials to overcome the barriers that constrain the practices of empowering public



secondary schools' principals to perform instructional leadership roles more effectively in the region.

The data collected from all of the participants' interviews described the education officials and principals' practices as they attempted to perform their duties and responsibilities. These findings were categorised and organised into five broad themes regarding the practice of empowering principals to perform instructional leadership roles that emerged from the study data as mentioned above. The findings from the interviewees described whether they observed the same depth of instructional leadership that the quantitative questionnaire respondents (teachers and principals) declared to be demonstrating as they carried out their duties and responsibilities. The findings from the interviews are summarized in Appendices I & J. The following section of this chapter provides a conclusion on the discussions of this particular chapter of the thesis.

#### **5.4 CONCLUSION**

The purpose of this chapter was to examine the findings by addressing the four sub-questions that guided this study. Assessing the concepts of empowerment and instructional leadership; the relationship among empowerment, leadership behaviour, and effective role performance of public secondary school principals is not an easy task since measuring the perception of different group of individuals often challenges the researcher to reach at precise conclusion. Questionnaire data from teachers and principals, and interview data from the head principals and OCPTPSD involved in this study provided findings that focused on empowering principals to perform their instructional leadership roles and the challenges that lessen the practices of empowering principals in the region.

The most obvious findings to emerge from both the quantitative and the qualitative analyses are that the practices of empowering principals so as to perform their instructional leadership roles were found to be main concern. The findings obtained from the interviews were organised into five broad themes of instructional leadership: the first steps taken to empower principals; the leadership behaviours exhibited by principals while performing their instructional leadership roles; the promising strategies available to empower principals; the barriers that constrain the

practice of empowering principals; and the measures taken by education officials to overcome such barriers.

The strong association of empowering principals with instructional leadership role performance is not surprising. This finding broadly supports the work of other studies in this area linking empowerment with effective role performance. Yet despite the prominence of the ‘empowerment agenda’ in the Amhara regional state of Ethiopia’s professional debate, and an increased focus on education offices at all levels, a lack of clarity remains among those authorities and other stakeholder as to what principal empowerment is and how it can be used as a mechanism to improve policymaking and outcomes for schools’ children. The findings from the interviews are summarized in Appendices I and J.

In conclusion another important finding was that some managers lacked the courage to genuinely empower their principals. These managers are afraid they will lose control if they genuinely empower employees. They worry that principals will make mistakes. They assume that they alone are the source of the best ideas. These concerns are especially strong for managers who have spent significant time in command and control of bureaucracies. Starting with small initial steps at sharing power, setting clear limits for empowerment, and building trusting relationships have been found to be effective mechanisms for reducing these concerns (see Chapter Two, section 2.3.2 par. 8 & Appendix I, P. 5).

The following chapter, Chapter Six, provides a discussion of the findings that emerged from the respondents and/or the participants followed by a brief summary of this study and a discussion of the conclusions drawn from the research. Finally, the researcher’s recommendations including future changes and suggestions for further research will be presented.

## **CHAPTER SIX**

### **6. SUMMARY, CONCLUSION AND RECOMMENDATIONS**

#### **6.1 INTRODUCTION**

This study has shown that instructional leadership requires principals to free themselves of bureaucratic tasks and focus their efforts on improving teaching and learning. The study relies on a related literature review along with primary data collected by means of a questionnaire and semi-structured interviews especially designed for this study. This study produced results which corroborate the findings of a great deal of the previous work in this field. The study has, therefore, identified that principals credit much of their empowerment to access to resources and support from supervisors; they also attributed many of their perceptions to themselves. However, as many school leaders in Ethiopia and elsewhere in Africa are faced with some kind of challenges regarding empowerment initiatives, there is a need for school principals to empower themselves so as to provide them with the capability to control their personal actions and harness their personal strengths, which is central to school effectiveness.

It was further identified in the reviewed literature that restricted power of principals, lack of experience, and lack of training are among deterring factors of the principals' instructional leadership role performances. It is obvious that tackling these challenges have significant links with the empowerment of principals to perform their instructional leadership roles. Against this backdrop, the researcher posits that empowering public secondary school principals who play an important role as in an instructional leader with the ability to guide teachers to improve instruction through the creation of favourable learning environments, in the building of teacher content and pedagogical knowledge, and explicit monitoring of the learning of both teacher and student required to withstand the ever changing contexts in order to improve the quality of education in the Amhara region. It is high time that school principals should be empowered leaders who have leadership development and training to enable them not only to do their own jobs better but also provide empowerment opportunities to their followers through continuous professional development and trainings in interpersonal/leadership skills and be able to self - reflect, self-evaluate, self-motivate and self-direct their activities to improve learner performance.

This final chapter, therefore, presents the synopsis of the study, research findings and conclusions, recommendations arising from the study, contributions of the study, limitations of the study, avenues for further research and concluding remarks of the study undertaken to establish how PSSPs can be empowered to perform their instructional leadership roles more effectively in the Amhara region, Ethiopia.

## **6.2 SYNOPSIS OF THE STUDY**

This section of the chapter presents the synopsis of the study undertaken to establish how PSSPs can be empowered to perform their instructional leadership roles in the Amhara region, Ethiopia. This synopsis presents a summary of the whole study which is followed by a discussion of the research findings and conclusions drawn from the literature review and the empirical study.

The first chapter of the study highlighted the introduction and orientation of the study. The orientation was primarily informed by the research title that sought to investigate how public secondary school principals can be empowered to perform instructional leadership roles more effectively in the Amhara regional state of Ethiopia. It explains the research topic in the context of the current situation of principals in public secondary schools in the ARSE and outlines some of the reasons why the research is relevant at this time; clarified the problem statement, and looked at the research questions, sub-questions, the aims and objectives of the study among other introductory issues. The introductory chapter also examined issues related to the major concepts used in the study.

Chapter Two focused on the theoretical framework for the study. It looked at the concepts of instructional leadership and empowerment. It also explained in detail what conditions are required for structural empowerment to take place in a school organisation and what dimensions of psychological empowerment are included when principals are felt empowered at work. In terms of the structural approach on empowerment, much of the work has been conducted under the terms of high involvement work practices and high performance work systems and has focused on organisational level outcomes. This research has shown that high involvement practices which involve sharing power, information, knowledge, and rewards with instructional leaders at all schools has positive outcomes for schools, particularly in terms of empowering

principals to perform their instructional leadership roles. While the above findings indicate that structural empowerment enables psychological empowerment, the converse is also true. Principals who experience empowerment at work seek out and shape their work contexts to further enable their empowerment.

The current study used Kanter's (1993) theory of structural empowerment, Spreitzer's (1995) theory of psychological empowerment and Konczak et al.'s (2000) Model of Empowered Leader Behaviour, a conceptual framework because they fit the purposes of this study. It included examining the relationships among empowerment leadership behaviour and effectiveness in instructional leadership role performance in ARSE.

In order to achieve its purposes, the current study examined the relationships with regard to effective instructional leadership role performance of principal with structural empowerment (opportunity, support, information, and resources); psychological empowerment (meaning, competence, self-determination, and impact); and leadership behaviour (delegation of authority, accountability, self-directed decision making, information sharing, skill development and coaching for innovative performance). Figure 1.1 depicts the relationships of these components.

Chapter Three presented leadership behaviour among secondary school principals in Ethiopia: the place and role of instructional leadership. The first part of this chapter demonstrated the leadership behaviours needed to perform instructional leadership roles more effectively among Ethiopian secondary school principals. The second part of the chapter was devoted to instructional leadership development specifically on its evolution in Ethiopia. The third part of the chapter was dedicated to the effective instructional leadership against Day et al.'s (2010) eight dimensions of successful leadership in the Ethiopian context under the following subheadings:

- Defining the vision, values and direction
- Improving conditions for teaching and learning
- Restructuring the organisation: redesigning roles and responsibilities
- Enhancing teaching and learning
- Redesigning and enriching the curriculum

- Enhancing teacher quality (including succession planning)
- Building relationships inside the school community
- Building relationships outside the school community

The last part of this chapter focused on the instructional leadership practices of the principal.

Chapter Four presented the research design and methodology adopted in the study. This chapter outlined the key elements of mixed research methodology. This study was basically a mixed approach that sought to look at the author's perspective and epistemological stance; mixed methods research approach; rationale for choosing the mixed methods approach; the study population and sampling techniques; instrumentation and data collection techniques including literature review, questionnaire (quantitative approach) and interviews (qualitative approach); data collection procedure; data analysis and presentation; reliability, validity and trustworthiness of the research; ethical considerations; and the role of the researcher.

The issue of mixing quantitative and qualitative methods was key to this study. The rationale for mixing the research methods was that neither quantitative nor qualitative methods are sufficient by themselves to capture the trends and details of the situation of empowering PSSPs alongside the challenges associated with or predictors of empowering PSSPs to perform their instructional leadership roles more effectively in the Amhara region. The central reason for using mixed methods research is, therefore, that it helps to learn more about the research topic if the researcher can combine the strengths of qualitative research with the strengths of quantitative research while compensating at the same time for the weaknesses of each method (Johnson & Onwuegbuzie, 2004).

Chapter Five was devoted to the presentation of data and highlighted the context of 358 teachers and 77 secondary school principals and also presented and analysed the teachers' and principals' perceptions on the practices of empowering principals in the Amhara regional state of Ethiopia. For the qualitative data twelve owners of core processes for teachers, principals and supervisors' development (OCPTPSDs) and six head principals were interviewed. The chapter identified the themes that emerged from the participants in the Amhara region where only the responses of the participants in the study were presented. The themes were:

- First steps taken to empower principals,
- Leadership behaviours exhibited by principals,
- Empowering opportunities needed by principals,
- Barriers that constrain the practice of empowering public secondary school principals,
- Measures taken by the education officials to overcome the barriers that constrain the practice of empowering principals

Chapter Six examined the results and discussed the research sub-questions on how the concepts of ‘empowerment’ and ‘instructional leadership’ can be conceptualised, what are the relationships among empowerment, leadership behaviour, and effectiveness in instructional leadership role performance of principals, which empowering opportunities are needed by public secondary school principals at the regional, zonal and woreda education offices of the Amhara region to perform their instructional leadership roles more effectively, and what are the challenges of and significant predictors for empowering public secondary school principals (PSSPs) - the predictors to be examined were structural empowerment, psychological empowerment and leadership behaviour related to instructional leadership position - and how can a framework/model be developed towards empowering public secondary school principals in the Amhara regional state of Ethiopia (ARSE) to perform their instructional leadership roles more effectively?

The chapter also offered a summary of the whole study which is followed by research findings and conclusions drawn from the literature review and empirical study, recommendations from the study, contributions of the study, limitations of the study, avenues for further research, and concluding remarks.

## **6.3 RESEARCH FINDINGS AND THE CONCLUSION**

### **6.3.1 Introduction**

The preceding section of this chapter presented a summary of the whole study focusing on the perceptions of teachers, principals and OCPTSPDs about the practice of empowering public secondary school principals to perform instructional leadership roles more effectively in Amhara

regional state of Ethiopia. This part of the chapter presents the discussion of the research findings and conclusions.

### **6.3.2 Discussion on major findings**

The purpose of the current study was to determine how public secondary school principals can be empowered to perform their instructional leadership roles in Amhara regional state of Ethiopia. The results of this study were presented on the basis of the research questions.

#### ***6.3.2.1 Perceptions and views of teachers, principals and CTPSDs on the concepts of 'instructional leadership' and 'empowerment'***

The first discussion of the findings focus on how the concepts of 'instructional leadership' and 'empowerment' can be conceptualised by principals, teachers and OCPTSDs. The study has therefore, identified that principals credited much of their empowerment to access for resources and support from supervisors are also attributed much of their perceptions to themselves. For example, it is said above that some head principals talked about how they had always felt assertive, but that it took a certain kind of support from others to bring out their assertiveness as indicated in Chapter Five, section 5.2.2.1 of this thesis.

As many school leaders in Ethiopia and elsewhere in Africa are faced with many challenges including lack of autonomy to make decisions independently; there is a need for school principals to be empowered and developed in self-leadership that provides them with the ability to control their personal actions and harness their personal strength, which is central to the effectiveness of the schools. The results of this research arising from the empirical data about the concept of empowerment revealed that the principals' belief in their own capabilities and unique personal characteristics helped fostering confidence in their ability to take the initiative in performing their roles effectively. No matter how much they have been relying on others for support did not detract them from principals' ability to take the responsibility for their own profession. These results need to be interpreted with caution, however, because they had no opportunity to do so unless they obtained access for resources and the required support from their superintendents. In this sense, independence can be seen as an important part of the empowerment process (see Chapter Two, section 2.3).



It is believed that the literature review guides the reader to understand the contribution of the work by pointing out the shortcomings/gaps of this particular research problem. However, as it was confirmed in the statement of the problem in Chapter One, though there is plenty of literature to be reviewed to provide a critical overview on the concept of instructional leadership in developed countries, there is a paucity of relevant materials regarding the study area (Amhara regional state of Ethiopia) meaning that in this context there is relatively sparse literature on empowering public secondary school principals (see Chapter One, section 1.3).

Though several important learning about the concept of empowerment and instructional leadership have emerged from this study, further work on the concept clarification needs to be continued. Without careful attention being paid to the concept and its meanings, there is a danger of a "technique trap," whereby a new idea is practiced without understanding (Mustafa & Bon, 2012). Conceptual work will thus be central to an understanding of empowerment and instructional leadership, and will work in relationship with empirical and phenomenological research (see Chapter Five, section 5.2.2.1).

There are encouraging findings from a concise review of literature on instructional leadership and empowerment, their types and dimensions, obstacles and ways of improving empowerment. Hence, it could conceivably be hypothesised that leadership theory suggests a stronger and positive relationship between empowerment and the instructional leadership role performance. These results provide additional support for the contention of a strong link between empowerment and instructional leadership role performance. This study, therefore, responds to this call and thus fills an important void in the leadership literature (see Chapter Five, section 5.2.2.1).

The researcher reviewed a wide range of alternative leadership models and theories to assist in thinking about and developing understanding of instructional leadership practices and their effects. The results of the reviewed literature showed that effective instructional leaders are intensely involved in curricular and instructional issues that directly affect student achievement if they are empowered. It was thus suggested in the reviewed literature of Chapter Two that instructional leadership might be the ability of the principal to guide teachers to improve

instruction through the creation of favourable learning environments, building of teacher content and pedagogical knowledge, and explicit monitoring of the learning of both teacher and student (Flach, 2014).

Another important finding obtained from the reviewed literature was that ‘leadership’ is the core of any organisation regardless of its goal, nature or affiliation. It is interesting therefore, to infer from this reviewed literature and in the empirical data of this research that the goal achievement is dependent on the nature and quality of instructional leadership in schools. It is possible to deduce, therefore, that the principal’s effectiveness in instructional leadership role performance is the measure for the school’s success or failure (see section 5.2.2.1 of Chapter Five).

There is another remarkable finding that empowerment is a crucial factor in the enhancement of the principal's performance. It can therefore be assumed that there is no commonly agreed definition of empowerment as a concept or an application; it can be described as the enabling of principals to make their performance easier and more effective. Overall, this study strengthens the belief that empowerment for principals is a vital tool for uplifting personal self-efficacy by sharing power and authority within the organisational hierarchy through the use of a set of managerial practices and techniques. The principal theoretical implication of this study is that the empowerment practices include delegating decision making; sharing resources such as information, knowledge and skills; and providing contingent rewards. An implication of this is the possibility that, while facing rapid changes in school environments and students’ needs, empowered principals can respond and adapt more quickly to changing situations and requirements, and perform their tasks in more creative and innovative ways (see section 5.2.2.1 of Chapter Five).

Despite the general agreement on the importance of the empowerment principle, there are wide range of differences among the two surveyed groups (teachers and principals, and OCPTPSD) about the meaning, nature, tools and applications of empowerment to enhance instructional leadership role performance. This seems to be caused by the perception differences between OCPTPSD and the instructional leaders (teachers and principals). While OCPTPSD thought that instructional leadership is linked with policy implementation and monitoring to budgeting and

public relations, the perceptions of principals and teachers are shifted towards instructional issues that will impact classroom instruction and student achievement (Chapter Five, section 5.2.2.1).

#### ***6.3.2.2 Perceptions of teachers, principals and OCPTPSD on the relationships among empowerment, leadership behaviour, and effectiveness in instructional leadership role performance***

The second aim of this study was to investigate the relationship between empowerment, leadership behaviour, and effectiveness in instructional leadership role performance of principals. It was depicted in the analysis Table of 5.2 that the Cronbach's alpha ranged from a high of 0.98 (instructional leadership role performance) to a low of 0.89 (psychological empowerment) which represents the internal consistency estimate of reliability. The reliability coefficients for all 40 of the role performance, 17 of leadership behaviour, 12 of structural empowerment and 12 of psychological empowerment sub-scales were in the acceptable range (0.89 or above). According to McMillan (2004) and McMillan and Schumacher (1993), the average alphas for 40 of the role performance sub-scales were excellent (0.98 or above).

This study has also shown that the mean scores for teachers and principal responses ranged from a high of 3.89 (Redesign roles & responsibilities) to a low of 3.16 (Relationships outside the school community). The findings clearly indicate that there is a positive relationship between the effective role performance and structural empowerment that support the author's prediction (see Chapter Five, Table 5.3).

What stands out in the analysis of Table 5.3 is that while principals were "frequently" effective in their redesigning roles and responsibilities, they were "sometimes" effective in their performance of enriching teacher quality and relationship outside the school community. Principals were neither "almost always" nor "almost never effective" in their instructional leadership role performance. The result of the analysis indicates that their role performance was on average effective. An implication of this is the possibility that de-professionalisation of the leadership preparation negatively influences principals' role performance. This is surprisingly well-suited to the comments of interview participants that many principals usually give more attention to managerial activities than instructional issues. The evidence from this study suggests

that inadequate support from superiors was another cause for low practices of empowering principals to perform instructional leadership roles more effectively in the region. Another major finding reported by interview participants was that principals have no or little power and ability to make decisions related to the principals' role with regard to formal authority or control over the school resources (see Appendices I & J).

The present study clearly indicates that three of the sub-scales of leadership behaviour including "self-directed decision making", "information sharing", and "coaching for innovative performance" received relatively lower average rates from principals and teachers than the other two sub-scales ("delegation of authority" and "accountability"). However, principals and teachers rated on an average "agree" for all of the six sub-scales of leadership behaviour. The results of the analyses, therefore, indicated insignificant differences in respondents' perceptions on the specified dimensions of leadership behaviour. The results of this investigation show that respondents have moderately positive attitudes towards the practice of empowering principals to perform instructional leadership roles (means ranging between 3.50-4.10, as revealed in the analysis Table 5.4).

There was a significant positive correlation between structural empowerment, psychological empowerment and leadership behaviour with effective instructional leadership role performance of principals. The results of this study indicate that among the dimensions of structural empowerment, access to support and resource have a statistically significant effect on principal instructional leadership role performance, whereas meaning among the components of psychological empowerment has an effect on the effectiveness in instructional leadership role performance of principals at  $P\text{-value}=0.02$ . Further analysis showed that the delegation of authority, self-directed decision making and coaching for innovative performance of leadership behaviour dimensions have significant relationships with effective role performance of principals (see Chapter Five, Table 10).

It is believed that the literature review guides the reader to understand the contribution of the work by pointing out the shortcomings/gaps of this particular research problem. However, as it was confirmed in the statement of the problem in Chapter One, though there is plenty of

literature to be reviewed to provide a critical overview on the concept of instructional leadership in the developed countries, there is a paucity of relevant materials as regards the study area (Amhara regional state of Ethiopia), leaving relatively sparse literature on empowering public secondary school principals in this context (see Chapter One, section 1.3).

The most striking findings to emerge from the analysis of the quantitative data were somewhat opposite to the findings from the analysis of qualitative data that were obtained from interview participants. These rather contradictory results may be due to different perceptions of the school communities and the central offices or OCPTPSDs. To verify the causes of perception differences, while principals and teachers felt that they are less secure in their roles because of low support from the leaders, the OCPTPSD group also condemned principals by claiming that they are not ready to empower themselves. It can therefore be inferred that the lack of knowledge and skills with the absence of support eroded principals' self-confidence on their responsibility. These are the paradoxes of the study results (see Chapter Five, sections 5.3.3.3 & 5.3.3.4).

Further analysis showed that, despite the general agreement on the importance of the empowerment principle, there are a wide range of differences among the two groups of respondents (teachers and principals, and OCPTPSD) about the meaning, nature, tools and applications of empowerment to enhance instructional leadership role performance. This seems to be caused by the perception differences between OCPTPSD and the instructional leaders (teachers and principals). While OCPTPSDs thought that instructional leadership is linked with policy implementation and monitoring to budgeting and public relations, the perceptions of principals and teachers are focused on instructional issues that will impact classroom instruction and student achievement (see Chapter Five, section 5.2.2.1).

In terms of the structural empowerment, much of the work has been conducted under the terms high involvement work practices and high role performance systems and they have focused on school level outcomes. The means of principals' and teachers' perceptions ranged from a relatively high of 3.70 (access to support) to a relatively low of 3.38 (opportunity). Explicitly, while the two components of structural empowerment rated on "agree" (access to support and resource), the remaining two sub scales received "neutral" (information and opportunity).

Respondents gave the lowest average ratings for structural empowerment practices, particularly for information and opportunity components. Another significant finding to emerge from this study is that “access to support” and “resources” may have more significant influence on principals’ role performance than the “information” and “opportunity” components of the structural empowerment as revealed in Table 5.5 of Chapter Five.

The result of descriptive statistics of respondents’ perceptions on the measures of psychological empowerment practices ranged from a high of 4.00 (competence) to a relatively average of 3.63 (impact). These results could explain the findings of Vacharakiat (2008) on psychological empowerment. The findings of this study may explain the relatively good correlation between effective role performance and psychological empowerment. The scales are positively related to the theoretically relevant outcome. As revealed in the analysis table, the majority of the respondents rated “agree” for all components of psychological empowerment. None of the rater groups reported means in the “strongly agree” or “strongly disagree” categories. It seems safe to infer that empowerment is an essential tool for the enhancement of principals’ abilities and capabilities in mastering their jobs. The results of this study support Fernandez & Moldogaziev (2013a), who point out that organisations should create a work environment which promotes principals’ ability and desire to act in empowered ways and remove barriers that limit their ability in this regard (see Table 5.6 in Chapter Five).

### ***6.3.2.3 Perceptions of teachers, principals and OCPTSD on empowering opportunities needed by the principals***

Strong evidence of the need for empowerment opportunity was indicated in the analysis of qualitative data. Many researchers in the structural empowerment perspective had shown that high involvement practices which involve sharing power, information, knowledge, and rewards with employees at all levels have positive outcomes for schools, particularly in terms of improvements of principals’ quality of work life and the quality of educational services.

However, the findings of the current study do not support the previous research since most of the respondents reported having low to average opportunity levels on the subject of structural empowerment. A possible explanation for this might be that the practices of education officials

to empower principals and implement school-based decision making has gradually resulted in a move away from the professionalisation of teaching toward bureaucratic control as reported by one participant (P5). Almost three-fourths of OCPTPSD and all principal participants underscored the importance of merit-based assignments, professional freedom, and opportunity for skill and knowledge development to empower principals. Another possible explanation for this is that empowerment is ensured when principals feel that they can influence the decisions that impact on their lives and are provided with meaningful opportunities to make this an actuality and not a mere possibility (see consecutive paragraphs of section 5.3.3.1, *Theme 1* in Chapter Five).

Some authors have speculated in the reviewed literature that principals are empowered when they have access to information, support, resources, and opportunities to learn and grow in their work setting. Jobs that provide discretion and that are central to the school purpose increase access to these empowering structures. The present findings seem to be consistent with other research which found strong networks with school board members, and community stakeholders, peers, superiors, and other school members increase “access to support” (one of the dimensions of the structural empowerment). A possible explanation for some of the results of this research is that the lack of adequate support and resources lead to disempowerment of principals in the region (see Chapter Five, Table 5.5 & section 5.3.3.4).

Although most of the recent researchers have found that the roles of the principals had changed considerably in recent years, principals are still responsible for overseeing personnel, academics, finances, and community involvement duties (Berman, 2005). Increased accountability in education has also shifted the role of the principals. Though principals are asked to be empowered and exceedingly skilful instructional leaders, the accountability requirements drastically impact the time available and other opportunities for them to fulfill these tasks. Policy-makers should examine accountability requirements and strive to achieve a better balance between the reporting of progress as it relates to education in all schools of Amhara regional state with the time required to empower principals to be effective in their instructional leadership role performances (Hoyle, Bjork, Collier, & Glass, 2005).

On the question of possible strategies available to empower principals, this study found that sometimes there was confusion about what is meant by the term ‘empowerment’. For example, though it is not uncommon for managers to tell employees that they are empowered but do not explain what they mean by empowerment. A principal may make an assumption about what the manager means by empowerment – he or she responds enthusiastically by making a decision independently that they may have had to get approval for in the past. The manager responds negatively because he or she was just looking for principals to share more ideas with them, and not actually make decisions of their own. Consequently, the principal feels unhappy and returns to his or her old ways of working. As such, a key issue for managers is to be clear and explicit about what they mean by empowerment (see Appendices E, P. 3 and Chapter Five, section 5.3.3.3).

In addition to the five main themes of the qualitative research results related to the practices of empowering principals presented in the findings of the qualitative data, the research participants reported a broad range of personal opinions and beliefs as a result of the empowerment process. The findings clearly indicate that some outcomes were in terms of principals’ own feelings towards themselves such as increased self-esteem, a sense that their opinion counted, that they were valued, and being proud of themselves and their accomplishments as identified in *Theme 5* of the qualitative analysis (see Chapter Five, section 5.3.3.5).

The research has also shown that more variations were revealed in terms of their skills such as knowing how to access adequate resources for their successful accomplishments, acquiring more professional skills and knowledge, and exhibiting leadership skills in their day-to-day role performance. Yet, there are other variations related to the overall autonomy of principals comprising more control over their self-directed decision making, more influence in decisions regarding themselves and others, more participation in managerial decisions, and more feelings of empowerment. OCPTPSD participants reported that, though there had been adequate professional development opportunities, the unwillingness of principals themselves was found to be the cause of their disempowerment. These varied outcomes were mentioned by participants throughout the discussion related to the practices of empowering principals to perform instructional leadership roles effectively. This combination of findings provides some support for



the conceptual premise that the two groups of participants tried to externalise the sources of the existing problems. It is important to bear in mind the possible bias in these responses. An implication of this is the possibility that each group used to blame each another as the source of the problem (see *Theme 2 of section 5.3.3.2*, under Chapter Five).

#### ***6.3.2.4 Perceptions of teachers, principals and OCPTPSD on the challenges of and significant predictors for empowering principals***

The following consecutive discussions focus on the challenges and opportunities as well as on the significant predictors of empowering public secondary school principals to perform their instructional leadership roles more effectively. Data obtained from qualitative participants could be compared with the results of descriptive statistics of quantitative data.

The results of this study indicate that both quantitatively and qualitatively surveyed groups have somewhat the same experiences on the challenges of empowering principals. When the subjects were asked about the challenges preventing the practice of empowering principals to perform instructional leadership roles more effectively, the majority commented that the low morale of principals prevent their instructional leadership role performances. Perhaps the most significant findings related to the major causes of principals' disempowerment are lack of in-depth training, lack of time, increased paperwork, the community's perception of the principal's role as that of a manager, having many responsibilities with no authority, principals' having a lower salary than some teachers, assigning for the position with no or inadequate qualifications and relevant work experiences, top managements' frequent interfering, and having no recognition for good performance of principals (see Chapter Five, section 5.2.3.2 *Open-ended question 2 from quantitative data*, and section 5.3.3.4 *Theme 4* from qualitative data analysis).

Some of the issues emerging from this finding are congruent specifically to the results obtained from the quantitative data. The mean values of the overall descriptive statistics about principals' instructional leadership role performance; leadership behaviours; and structural and psychological empowerment practices ranged from 3.84 to 3.50. The respondents generally felt that their principals performed their instructional leadership roles effectively as indicated in the analysis table. The result of the analysed data revealed that the respondents rated on average "agree" in each variable of structural and psychological empowerment, instructional leadership

behaviour and effectiveness in instructional leadership role performance (see also Table 5.8: i.e. correlation matrices between the three variables).

The researcher used advanced statistical tools like t-test, one way ANOVA and chi-square association to investigate their correlation and/or the effect of one variable to the others. It can thus be suggested that the coefficients of structural and psychological empowerment; leadership behaviour; and effectiveness in instructional leadership role performance were correlated. An implication of this is the possibility of significant correlation among the given variables. These initial results are suggestive of a link between Structural Empowerment, Psychological Empowerment, and Leadership Behaviour variables or indicate that they have moderately a direct linear relationship of each one to the others while performing instructional leadership roles. The present results are significant in at least two major respects. This combination of findings provides some support for the conceptual premise that the strongest correlation exists between leadership behaviour and effectiveness in instructional leadership role performance. The second strongest correlation exists between structural empowerment and psychological empowerment followed by the relationship between structural empowerment and effective role performance of principals (see Chapter Five, Table-5.9).

The challenges that prevent the practice of empowering principals were clearly uncovered and reported by the responses of both the quantitative questionnaires and qualitative interviews. One problem with any univariate approach is that it ignores the possibility of a collection of variables, each of which is weakly associated with the outcome, and which can become an important predictor of the outcome when taken together. For example in the previous chapter, Table 5.9 of descriptive statistics, revealed that respondents rated on average “agree” on the psychological empowerment to the practices of empowering PSSPs to perform their instructional leadership roles in the ARSE. These findings are similar to the results obtained from qualitative data as described in the analysis of open-ended and interview questions (see Chapter Five, section 5.2.3.2 *Open-ended question 2 from quantitative data*, and section 5.3.3.4 *Theme 4 from qualitative data analyses*).

Although further investigations are required to confirm and validate these findings in the Ethiopian context, the present study found that structural empowerment, psychological empowerment, leadership behaviour, and effectiveness in instructional leadership role performance were positively correlated. Indeed, the more they perceive a high level of structural empowerment and/or psychological empowerment, the more they are successful in their instructional leadership role performance, and the more they want to stay in their respective positions (refer to all the above conclusions). These results support both Kanter's structural empowerment and Spreitzer's psychological empowerment theories. Employees who work in an environment which provides good opportunities, ample resources, useful information, and great support will have the capacity to achieve their goals. Moreover, they will get more power if they feel that they are able to manage their jobs.

Another important finding was that a political affiliation was given more emphasis when assigning principals. While a small proportion of OCPTPSD participants reported that there is a genuine guideline known as No.43/2001 to select and assign principals, the remaining significant number of OCPTPSD complained that it is not functional or nominal. This finding was also supported by the majority of head principal interviewees. There is still another remarkable result that instructional leadership is not considered as a vital and an esteemed profession. As a result, principals are subject to frequent reshuffling by the top management which in turn results in disempowering principals. Therefore, despite the enormous expectations of school principals, many are poorly prepared for the task. This result may be explained by the fact that there is undue interference with the day-to-day running of the instructional leadership role, intimidation, and promoting unnecessary reshuffle of school principals by top leaders (see Chapter Five, section 5.3.3.5).

The findings of the current study are consistent with those of Abdurashheed and Bello (2015) who found the education bureau did not have a system of organising centres for capacity building to retrain and improve leadership effectiveness of principals in the region so that principals have lesser authority to perform their instructional leadership role more effectively. Therefore principals are leaders who were not committed to their duties based on external interference from their superintendents.

#### ***6.3.2.5 The framework/model to be developed towards empowering principals to perform their instructional leadership roles more effectively***

This study produced results which corroborate the findings of a great deal of the previous work in this field from reviewed literature and empirical data. This study confirms that the problem of empowering principals is associated with their preparation for the principalship position. The more profound problem in the preparation of principals is, therefore, even if they have specific subject knowledge, they often lack a firm understanding of the education process. They do not know what inputs and processes can reasonably be expected to contribute to increased student learning. Lacking this, principals are left to react to daily events and ongoing political pressures. The weakness of school leadership is often reinforced by the mechanisms for the selection of school principals. This finding is in agreement with Dadey and Harber's (1991) research findings which showed that the dominant tradition has been to recruit from within the teaching profession, often as a reward for good performance, long years of service, or ideological compatibility with the existing political orientation of government (see Chapter One, page 6).

The most obvious findings to emerge from this study are that self-directed decision making, skill and knowledge development opportunities, and objective recruitment and selection criteria to enhance merit based assignments should be priority areas to empower principals so as to perform their instructional leadership roles more effectively. This result may be explained by a number of different factors including many legal, institutional, behavioural, structural and financial problems which can decrease the scope and degree of empowerment practices in educational institutions. It seems possible that these results are due to the lack of clear and sufficient regulations on empowerment, lack of top management support, lack of trust among superiors and subordinates, insufficient funds and lack of awareness and readiness to empower principals in the Amhara region. These findings also have important implications in supposing other variables such as, for example, antecedent and moderators that may influence the practice of empowering principals followed by developing strategies to empower principals of the regional and federal states of Ethiopia (see Chapter Five, section 5.3.3.4, *Theme 4*).

Another important finding was that some managers lack the courage to genuinely empower their people. These managers are afraid that they will lose control if they genuinely empower their

employees. They are worried that the principals will make mistakes. They assume that they alone are the source of the best ideas. These concerns are especially strong for managers who have spent significant time to command and control bureaucracies. Starting with small initial steps at sharing power, setting clear limits for empowerment, and building trusting relationships have been found to be effective mechanisms for reducing these concerns (see Chapter Five, *section 5.3.3.5*).

Finally, both the quantitative and qualitative subjects were asked to suggest possible strategies/models to empower principals so as to perform instructional leadership roles more effectively in the ARSE. Most, if not all, subjects indicated that professional development opportunities, capacity development programmes, objective recruitment and selection criteria, access to adequate resources, adequate support systems, self-directed decision making opportunities and adequate performance-based pay appear to be the most direct strategies. Results of the reviewed literature primarily indicated the importance of empowerment that it gives principals more power, knowledge, experience, meaning, opportunities and status. It is beneficial for schools since it enhances individual performance and, thus, improving the overall institutional performance (see Chapter Five, *section 5.3.3.5, Theme 5*).

The most obvious finding to emerge from this study is that principals are required to have more psychological empowerment under the following conditions: wider spans of control between management and principals, more access to information about the mission and performance of the school, performance based individual rewards, role clarity, enriching job characteristics, and supportive organisational cultures where principals feel valued and affirmed. Strong working relationships also help to acquire feelings of empowerment. It was reported that principals experience more empowerment when they have more socio-political support from their top management, subordinates, peers, superiors and even customers (see Chapter Five, *section 5.3.3.5*).

### **6.3.3 Conclusion**

A mixed method research design was chosen for this study. Within this educational research tradition, a descriptive survey study was employed. The overall research question for the study

was: How can public secondary school principals be empowered to perform instructional leadership roles more effectively in the ARSE? There were five sub questions of interest:

- How are the concepts of ‘instructional leadership’ and ‘empowerment’ conceptualised by teachers, principals and OCPTPSDS?
- What are the relationships among empowerment (independent variable), leadership behaviour (mediating variable), and effectiveness in instructional leadership role performance of principals (dependent variable)?
- Which empowering opportunities are needed by public secondary school principals at the regional, zonal and woreda education offices of the Amhara region to perform their instructional leadership roles more effectively?
- What are the challenges of and significant predictors for empowering PSSPs in the ARSE to perform their instructional leadership roles more effectively? The predictors to be examined were structural empowerment, psychological empowerment and leadership behaviour related to the instructional leadership position.
- How can a principal’s empowerment process framework/model be developed towards empowering principals to perform instructional leadership roles more effectively in the ARSE?

A structured questionnaire made up of categorical and scaled questions was used to analyse the perceptions of principals and teachers on: the relationship between empowerment and the effective performance of instructional leadership roles; the instructional leadership behaviours exhibited by principals while performing instructional leadership roles; and the measures of both the structural and psychological empowerment practices. Besides, empowering opportunities needed by public secondary school principals, the challenges of and significant predictors for empowering principals, and a model/framework that could be developed to empower principals in the region were identified in this research. A great deal of literature on instructional leadership and empowerment was analysed and a field survey was conducted.

Research questions were generated and tested through the use of Likert-type survey questions that measured the perceived instructional leadership effectiveness, leadership behaviour, structural empowerment and psychological empowerment. These instruments were measured

using 40 sub-scales of effective role performance, 17 sub-scales of leadership behaviour, 12 sub-scales of structural empowerment, and 12 sub-scales of psychological empowerment. The instruments used to survey the perceptions of principals and teachers were the Effective Principal Instructional Leadership Rating Scale (self-developed which aligned to Day et al., 2010 eight dimensions of effective instructional leadership), the Six-dimension Model of Empowered Leader Behaviour by Konczak et al. (2000), structural empowerment adopted from the Condition of Work Effectiveness Questionnaire-II (Laschinger, et al., 2001) and Psychological Empowerment Instruments of Spreitzer (1995) to examine the relationship of empowerment and effectiveness in instructional leadership role performance of principals. This study produced results which corroborate the findings of a great deal of the previous research from reviewed literature and empirical data comprising both quantitative and qualitative methods so that, based on the above discussion and findings of the reviewed literature and empirical data, the following conclusions can be drawn from the present study:

#### ***6.3.3.1 Conceptualising ‘instructional leadership’ and ‘empowerment’***

The relevance of instructional leadership and empowerment is clearly supported by the current findings. Results of the study show that empowering principals to perform the instructional leadership role is influenced by many variables, most of which are often outside the control of the principal. There are several possible explanations for this result. Instructional leadership is conceptualised as the ability of the principal to guide teachers to improve instruction through the creation of favourable learning environments, enhancing teachers’ quality and building relationships both inside and outside the school community (see Chapter Five section 5.2.2.1 par. 6).

This thesis has further investigated that empowerment is a very significant tool in promoting principals’ performance and thereby improving the overall success of the school. The current findings add substantial understanding of empowerment to teachers, principals and OCPTSDs. These findings also suggest that empowerment is a concept or an application that can be described as enabling of principals to make their performance easier and more effective. An implication of this is the possibility that empowerment is enhancing personal self-efficacy by sharing power and authority within organisational hierarchy through the use of a set of

managerial practices and techniques. By and large, the empirical study strengthens the idea that empowerment practices comprise delegating decision making; sharing resources including information, knowledge and skills; and providing contingent rewards (see section 6.2.2, par 3 & 4).

Despite the general agreement on the importance of the empowerment principle, there are a wide range of differences among teachers and principals, and central education officials about the meaning, nature, tools and applications of empowerment to enhance the instructional leadership role performance. These seem to be caused by the perception differences between OCPTPSDs and the instructional leaders (teachers and principals). While those OCPTPSDs thought that instructional leadership was linked with policy implementation, monitoring the budget and public relations, the perceptions of principals and teachers are focused on instructional issues that will impact classroom instruction and student achievement. A possible conclusion for this might be that the practices of education officials to empower principals and implement school-based decision making have gradually resulted in a move away from professionalisation of teaching rather toward bureaucratic control (see section 6.2.2, par 10).

#### ***6.3.3.2 The relationships among empowerment, leadership behaviour, and effectiveness in instructional leadership role performance***

This research has shown that structural empowerment, psychological empowerment, leadership behaviour, and effectiveness in instructional leadership role performance are positively correlated to each other. These findings further support the idea that while the structural empowerment activates psychological empowerment, the converse is also true. This study has found that principals who experienced empowerment at their work place seek out and shape their work contexts to further allow their empowerment for effective role performance. That is, the more principals perceive a high level of structural empowerment and/or psychological empowerment, the more they are effective in their role performance of instructional leadership. These results support Kanter's structural empowerment and Spreitzer's psychological empowerment theories (see 6.2.3.2 par. 2).

The second major finding was that while principals were "frequently" effective in their redesigning roles and responsibilities, they were "sometimes" effective in their performance of



enriching teacher quality and relationship outside the school community. It was also shown that principals were neither “almost always” nor “almost never effective” in their instructional leadership role performance. The result of the analysis indicates that their role performance was on “average effective”. An implication of this is the possibility that de-professionalisation of leadership preparation negatively influences principals’ role performance. This is surprisingly well-suited to the comments of interview participants that many principals usually give more attention to managerial activities than instructional issues. Thus, there may be other factors that can influence instructional leadership role performance of principals. Indeed, future research will be needed to clarify these other factors (see section 6.2.2.2, par 3).

The most obvious finding to emerge from this study is that multiple regression analysis revealed the structural empowerment, psychological empowerment and the leadership behaviour scales and measures which were related to effective instructional leadership role performance of principals. The study found evidence that the scales are positively related to the theoretically relevant outcome variables of effectiveness in instructional leadership role performance. These findings suggest that in general the dimensions of structural empowerment (access to support and opportunity for resources), psychological empowerment (meaning), and leadership behaviour (delegation of authority, self-directed decision making and coaching for innovative performance) have an effect on the effectiveness in instructional leadership role performance of principals at  $P\text{-value}=0.02$  so that these components could be taken as significant predictors (see section 6.3.2.2, par 5).

These data suggest that principals’ empowerment can be achieved through professional freedom to establish priorities within their schools. The findings of this investigation complement the earlier study by Lashway (2002) concerning instructional leadership roles which require freedom to be performed by principals comprising promoting a vision; creating alignment of curriculum, instruction, assessment, and standards; and maintaining a culture of continuous learning. These findings have, therefore, significant implications for the understanding of how the dimensions of structural empowerment (access to support and opportunity for resources); psychological empowerment (meaning); and leadership behaviour (delegation of authority, skill development,

and coaching for innovative performance) have significant influence on principals' effective role performance (see section 6.3.2.2, par 5).

### ***6.3.3.3 Empowering opportunities needed by principals***

It is obvious that to have strong relationships between the school boards and school principals a district/woreda education office should exert efforts to create awareness on their common goals. As the local government's representatives, the school boards are asked to put the vision of the school into action which at times can detrimentally impact their role as an instructional leader (Hoyle, Bjork, Collier, & Glass, 2005). School boards are extremely active in the political arena and the principal is very often asked or directed to accompany school boards to these events and meetings to offer background information and advice on educational matters. As a result the relationship with school boards demands a large amount of the principal's time during each working schedule (see Chapter Five, section 5.2.2.3).

Many researchers from the structural empowerment perspective have also shown that high involvement practices which involve sharing power, information, knowledge, and rewards with employees at all levels have positive outcomes for schools, particularly in terms of improvements of principals' quality of work life and the quality of educational services. However, the current study does not support the previous research since most of the respondents reported perceiving that they have low average opportunity levels on the subject of structural empowerment. A possible explanation for this might be that the practices of education officials to empower principals and implement school-based decision making have gradually resulted in a move away from professionalisation of teaching toward bureaucratic control. Despite principals' lack empowerment opportunities, three-fourth of the OCPTPSD and all head principal participants underscored the importance of merit based assignment, professional freedom, and opportunity for skill and knowledge development to empower principals (see section 6.3.2.3. par. 1).

Principals are empowered when they have access to information, support, resources, and opportunities to learn and grow in their work setting. Jobs that provide discretion and that are central to the school purpose increase access to these empowering structures. This result may be

explained by the fact that strong networks with peers, superiors, and other school members increase “access to support” (one of the dimensions of the structural empowerment). These data must be interpreted with caution because there may be lack of adequate support and resources that lead to disempowerment of principals in the region (see Chapter Two sections 2.3.2.1, Chapter Five, Table 5.5 & section 5.3.3.4).

#### ***6.3.3.4 Challenges of and significant predictors for empowering principals***

Strong evidence of the need for empowerment opportunity was indicated in the qualitative strand of this study, regarding empowering principals who face serious practical obstacles. The reason for this is not clear but it may have something to do with insufficient support from top management, lack of awareness, principals’ low morale and confidence, lack of opportunity for self-directed decision making, absence of clear regulations on ways and tools of empowerment and insufficient funds. It is somewhat surprising that no promising opportunity is noted in the current condition except the provision of formal training for those who are currently assigned as secondary school principals to upgrade their levels of education to have MA degree in school leadership. Some authors have speculated in the reviewed literature that principals are empowered when they have access to information, support, resources, and opportunities to learn and grow in their work setting. Similarly, strong networks with peers, superiors, and other school members increase “access to support” which is one of the dimensions of the structural empowerment. A reverse possible explanation for some of our results reported that lack of adequate support and resources including time lead to disempowerment of principals in the region (see section 6.3.2.3 par. 2).

On the question of possible strategies available to empower principals, this study found that sometimes there is confusion about what is meant by the term ‘empowerment’. For example, it is not uncommon for managers to tell principals that they are empowered but not explaining what they mean by empowerment. A principal may make an assumption about what the manager means by empowerment – he or she responds enthusiastically by making a decision independently that he/she may have had to get approval for in the past. The manager responds negatively because he or she was just looking for principals to share more ideas with them, not actually making decisions of their own. Consequently, the principal feels unhappy and returns to

his or her old ways of working. As such, a key issue is for managers to be clear and explicit about what they mean by empowerment. This in turn needs policy makers to formulate capacity development strategies for employees at all levels of the sector so that every member of the system will be aware of them (see section 6.3.2.3, *par. 3*).

#### ***6.3.3.5 The principal's empowerment process framework/model to be developed towards empowering principals to perform instructional leadership roles more effectively in the ARSE***

The school system and instructional leaders must navigate systemic realities to initiate development strategies aimed at positively impacting principals' empowerment. Despite the complexity of these responsibilities, the research does show that educational leaders do have a positive influence on principals' professional development under the concept of empowerment (Kirkman & Rosen, 1999). It is important to understand what education leaders and principals do to become effective instructional leaders and how they can overcome the challenges that they may face while empowering principals.

This study confirms that one of the problems of empowering principals is associated with their preparation for the principalship position. More evidence of the problem is derived from qualitative data that allowed informants the freedom to express their views, opinions, feelings or beliefs on their own terms. The more profound problem in empowering principals to perform instructional leadership roles is related to the preparation of principals. Even if principals have specific subject knowledge, they often lack a firm understanding of the education process. They do not know what inputs and processes can reasonably be expected to contribute to increased student learning. Lacking this, principals are left to react to daily events and ongoing political pressures. A possible explanation for this might be that the sector of education does not have well established systems for selecting and assigning school principals. This finding is in agreement with Dadey and Harber's (1991) research results which proved that the dominant tradition has been to recruit from within the teaching profession, often as a reward for good performance, long years of service, or ideological compatibility with the existing political orientation of the government (see Chapter One, page 6 & Chapter Five, section 5.3.3).

Another possible explanation for this is that some managers lack the courage to genuinely empower their subordinates. These managers are afraid that they will lose control over them if they genuinely empower employees. They worry that principals will make mistakes. They assume that they alone are the source of the best ideas. These concerns are especially strong for managers who have spent significant time in command and control of bureaucracies. Starting with small initial steps at merit-based selection and assignment procedures, sharing power, setting clear limits for empowerment, and building trusting relationships have been found to be effective mechanisms for reducing the prevailing challenges of principal empowerment (see section 6.3.2.5, par. 3)

The most obvious finding to emerge from this study is that principals are required to have more psychological empowerment under the following conditions: wider spans of control between management and principals, more access to information about the mission and performance of the school, performance based individual rewards, role clarity, enriching job characteristics, and supportive organisational cultures where principals feel valued and esteemed. Strong work relationships also enable them to acquire feelings of empowerment. It was reported that principals experience more empowerment when they have more socio-political support from top management, their subordinates, peers, superiors and even customers (see section 6.2.3.5, par. 4).

This study produced results which corroborate the findings of a great deal of the previous work in this field. Hence, moving beyond operating structural empowerment as Kanter's power tools, it was found that actual participation in decision making (both decisions that shape the direction of the school and decisions pertinent to one's own work) was related to stronger feelings of psychological empowerment in school leaders. Similarly, Spreitzer (1996) found that principals as other employees in units with a more participative work climate, wider spans of control, and performance-based pay reported higher levels of psychological empowerment. While no study looks at the full set of structural empowerment elements, findings do suggest that structural empowerment is related to psychological empowerment of principals. Thus far, most research on the impact of empowerment has examined institutional performance and principal attitudes, behaviours, and performance (Wallach and Meuller, 2006).

In general the transition from a more traditional command-and-control system to an empowered organisation requires a culture change. As such, a key issue is for managers to be clear and explicit about what they mean by empowerment. Some managers of education lack the courage to genuinely empower their people. Many of the principals reported that some managers take for granted that they alone are the source of the best ideas. Starting with small initial steps at sharing power, setting clear limits for empowerment, and building trusting relationships have been found to be effective mechanisms for reducing these concerns.

Finally, it may be concluded with the words of Spreitzer (1995) that some empowerment efforts fail because principals resist efforts at empowerment. A very small percentage of principals value the simplicity of following directions and being told what to do. Some principals have been trained and conditioned to follow orders for much of their working times. Taking initiative will feel counter-cultural to them, and it takes time for them to learn to be more proactive. To empower them, managers can set up small initiative steps to build comfort and confidence. Training and development program has also enormous contribution to boost their confidence to act in a more empowered way (Spreitzer, 1995). This study therefore challenges all leaders to rethink on how they can empower school principals to effectively perform instructional leadership roles in the region.

#### **6. 4 RECOMMENDATIONS OF THE STUDY**

A descriptive survey was selected because it provides an accurate portrayal or account of the characteristics, for example behaviour, opinions, abilities, beliefs and knowledge of a particular individual, situation or group. Based on the reviewed literature, field survey empirical data together with the above mentioned findings and conclusions, four major recommendations followed by important suggestions are pointed out. Such advice includes those that related to the understanding and knowledge of the field, implications for practice and improving the existing policy documents that enhance principals' empowerment to perform instructional leadership roles more effectively in the secondary schools of the Amhara regional state of Ethiopia. These major recommendations are specifically associated with policy-makers, school boards and/or community stakeholders, practitioners, and principal preparation programmes. Finally, future research should be conducted to review the processes or procedures principals or other

educational leaders use and implement for the transition from being managerially fixated to being instructionally focused.

#### **6.4.1 Recommendations for Policy-makers**

Policy-makers have a role to play in strengthening the ability of principals to be more effective instructional leaders. Related to hiring, institutions such as Regional Education Bureau and the Woreda Education Offices as they concern principals should develop joint statements of “best practices” that would be endorsed by these institutions. These best practice agreements could then be used to influence the hiring criteria that are used to select principals and in particular better define their roles as they pertain to evaluation purposes. It is recommended that further revision of the existing policy documents be undertaken in the following areas:

##### ***6.4.1.1 Provide principals with adequate time***

In this study all respondents including teachers, principals and OCPTSDs frequently reported that the lack of available time, largely created by administrative duties and accountability as a significant challenge which adversely had an impact on their abilities to be effective instructional leaders. The majority of respondents described that, if they had more time, they could devote it to becoming a stronger instructional leader so that they would use this time to create a more robust community of learners who would collaboratively strive to improve their teaching skills and, as a result, improve student achievement. Therefore, the challenge for policy-makers is to endeavour to provide time for empowering principals during each school year where teachers, principals, and the OCPTSDs can actively engage in professional discussions that examine evidence of principals’ empowerment and develop strategies for improving the practice of principals’ empowerment. Therefore, it is advisable to give due attention to taking immediate actions on such challenging issues (see sections 6.3.3.4 & 6.3.3.5).

##### ***6.4.1.2 Balance the responsibility with accountability***

Although most of the recent researches have pointed out that the roles of the principals have changed considerably in recent years, principals are still responsible for overseeing personnel, academics, finances, and community involvement duties (Berman, 2005). Increased accountability in education has also shifted the role of the principals. Principals are asked to be

empowered and thereby exceedingly skillful instructional leaders, yet the accountability requirements drastically have an impact on the time available and other opportunities for them to fulfill these tasks (Hoyle, Bjork, Collier, & Glass, 2005). Policy-makers should examine accountability requirements and strive to achieve a better balance between the reporting of progress as it relates to education in all schools of Amhara regional state and the time required for empowering principals to be effective in their instructional leadership role performances (section 6.3.2.3 par. 3).

## **6.4.2 Recommendations for School Boards and Community Stakeholders**

### ***6.4.2.1 Organise capacity building programmes for school board members and community stakeholders***

Another recommendation of the findings of this study is for school boards and community representatives to receive training that helps them understanding their role in the school management and thereby exerting their efforts where they will be most effective in supporting the school's mission and goals. This training could improve the quality and functionality of school board-principal relations and provide large benefit for many years. As the findings of this study indicated, community stakeholders play an important role in moving the woreda education offices' mission forward. It would then fall to the community stakeholders and woreda education offices to decide upon a consultation process that works best for them and then apply it. All these could make a great contribution to the process of principals' empowerment (see above, section 6.3.2.3 & Chapter Five, section 5.3.3.4).

## **6.4.3 Recommendations for Education Managers and Principals**

### ***6.4.3.1 Education managers and principals should allocate sufficient time to support school board members***

One of the unique relationships that exist in a district/woreda education office is the one between the school boards and school principals. As the local government's representatives, the school boards are asked to put the vision of the school into action which at times detrimentally has an impact on the principal's role as an instructional leader (Hoyle, Bjork, Collier, & Glass, 2005). School boards are extremely active in the political scenario and the principal is very often asked or directed to accompany school boards to these events and meetings to offer background



information and advice on educational matters. As a result the relationship with school boards demands a large amount of the principal's time during each working schedule in order to enhance their capacity (see section 6.3.3.3 of this chapter).

#### ***6.4.3.2 Education leaders should update local laws and procedures***

Effective applications and practices of principals' empowerment require top management support, mandatory legal measures, positive organisational culture regarding empowerment and rewarding activities and practices. This will help in disclosing the real challenges and possible solutions to organise and carry out more academic and practical activities regarding empowering principals to promote awareness of empowerment concepts, importance and tools and mechanisms of effective application in real life schools. So, the researcher feels that it will add values for education leaders to update local laws and procedures with special and direct attention on reinforcing principals' empowerment practices. This helps in linking empowerment to principal leadership success and motivation to encourage empowerment practices in real life schools (sections 6.3.3.3 & 6.3.3.4).

#### ***6.4.3.3 Make fair re-allocation of the organisational resources and power among schools***

Another recommendation is to re-allocate organisational resources and power (access and utilisation) to make fair and balanced empowerment throughout the educational institutions' hierarchy. Results of the reviewed literature indicated the importance of empowerment in that it gives principals more power, knowledge, experience, meaning, opportunities and status. Many of the principals reported that some managers consider themselves as they alone are the source of the best ideas. Starting with small initial steps at sharing power, setting clear limits for empowerment, and building trusting relationships have been found to be effective mechanisms for reducing these concerns.

### **6.4.4 Recommendations for Principal Preparation Programmes**

#### ***6.4.4.1 Organise need-based continuous professional development programme for principals***

For the reason that the job of the principal is rapidly changing from a managerial focus to that of an instructional leader; it is imperative that candidates aspiring to these positions experience the world of being a woreda education officer or school leader prior to assuming the role themselves

(Bjork, 1993). Another recommendation of the findings of this study would be that the preparation programmes for principals provide practicum experiences and allow time to develop collaborative solutions for problems of practice. Being able to analyse student assessment results and reduce them into meaningful and useful information would be a suggested topic for these preparation programmes (Morgan & Peterson, 2002). This type of approach supports the development of the critical skill sets required of new systems and school leaders so that it makes the endeavour of empowering principals more easy and effective (see section 6.3.3.5).

#### ***6.4.4.2 Develop and implement comprehensive strategic plan***

Being a principal transitioning from a managerial focused position to being more responsible for instructional leadership, it is critical that the system and school leaders have both the skills and knowledge necessary to direct multidimensional action towards a single objective: improving student achievement (Hoyle, Bjork, Collier, & Glass, 2005). All the recommendations that were gleaned from these findings relate to the suggestion that a well-developed and comprehensive regional or woreda education office strategic plan be developed following thorough consultation between schools and central offices. This strategic plan would increase the level of coherency within the education offices or schools and ensure a stronger alignment of actions and resources would be achieved. This strategic plan should be research driven, support systemic reform, be sustainable over time, and use agreed-upon-data to determine whether progress has been made and objectives have been achieved (Morgan & Peterson, 2002).

#### ***6.4.4.3 Develop strategic initiatives to empower and enhance principals' professional competence***

Analysis of the research problem addressed by this thesis resulted in implications for the practice of instructional leadership by principals and educational leaders. Both the quantitative and qualitative subjects suggested possible strategies/initiatives to empower principals so as to perform instructional leadership roles more effectively in the ARSE. Most, if not all participants indicated that professional development opportunities, capacity development programmes, objective recruitment and selection criteria, access to adequate resources, adequate support system, self-directed decision-making opportunity and adequate performance-based pay appear to be the most direct strategies to empower principals (see section 6.3.3.5 & Figure 6.1 7).

#### ***6.4.4.4 Circumvent experiential grievances that cause principals' disempowerment***

Some responses, particularly from principals, suggested the following as major reasons for their disempowerment: the lack of in-depth training, lack of time, increased paperwork, the community's perception towards the principal's role as that of a leader, having many responsibilities with no authority, less salary than some teachers, assigning for the position with no or inadequate qualifications and relevant work experiences, frequent interfering from top level management, and having no recognition for their good performances. In this regard the researcher feels the need for the basics of principal empowerment to focus on setting direction for instructional leadership, developing the staff and the school system as a whole. This knowledge can be used with confidence to guide instructional leadership empowerment practice, policy and research. It also can provide a good starting point for dialogue with diverse audiences about the future of instructional leadership as a new concept in the region (see Appendices I & J, and section 6.3.3.5).

#### ***6.4.4.5 Principals are required to practice shared leadership under the concepts of empowerment and continuous professional development***

Last but not the least instructional leaders must guide their schools through the challenges posed by an increasingly complex environment. Jenkins (2009, p. 34) highlighted that "Instructional leadership requires principals to free themselves of bureaucratic tasks and focus their efforts on improving teaching and learning". The author further states that "If principals are to take the role of instructional leaders seriously, they will have to free themselves from bureaucratic tasks and focus their efforts toward improving teaching and learning" (Jenkins, 2009 p. 36). Hence, the researcher feels that this could be realised by modelling desired dispositions and actions so that instructional leaders could enhance others' beliefs about their own capacities and their enthusiasm for change using sustainable empowerment strategies.

#### **6.4.5 Suggestions for Future Research**

This research has thrown up many questions for the benefit of further investigation. Given the fact that, principals' instructional leadership is critical for student growth and improved achievement, a great deal remains to be researched about empowering principals to perform their

instructional leadership roles during this era of educational accountability and reform (Leithwood, 2008). Since this study may be of interest to school principals, central office administrators, vice principals, school board members, and other researchers who are interested in empowering principals to perform the instructional leadership role more effectively, the following suggestions are provided for these audiences.

***6.4.5.1 Future research would be conducted to determine the long-term impact of challenges to instructional leadership on student achievement***

This study was chosen to meet the objectives of the study, namely, to examine a research topic that has received very little empirical consideration in the Amhara regional state of Ethiopia. The results of this study represent only a first step in providing useful data on the topic of empowering public secondary school principals to perform instructional leadership roles more effectively in the Amhara regional state of Ethiopia. Further work needs to be done to establish whether education officials truly believe that “instructional leadership requires principals to free themselves of bureaucratic tasks and focus their efforts on improving teaching and learning”. If so, more consideration of empowering principals to perform their instructional leadership role is warranted (see Chapter One, section 1.3 and 6.3.3.2 par 2).

***6.4.5.2 Future research would give more emphasis for qualitative methods***

The researcher believes that future research on this topic could improve the model of empowering principals to perform the instructional leadership role performance in the ARSE. The measure of empowerment in the quantitative study was self-reports from principals and teachers on the questionnaire. Relying on self-reports from principals and teachers may not be the best source for indicating the level of empowerment experienced by principals and teachers only. Thus, more interviews were needed to get a better idea of what principals’ empowerment means, prevailing challenges of and the significant predictors for empowering principals. The researcher conducted interviews with six head principals and twelve OCPTSDs in the qualitative study that were intended to supplement the quantitative data. These were brief interviews that asked a general question concerning the practice of empowering PSSPs to perform instructional leadership roles more effectively in the ARSE. More detailed interviews with principals and central office managers/OCPTSDs may give future researchers a better

picture of what measures principals are making. A further study with more focus on interviews with wider range of participants is therefore suggested (section 6.3.3.2 par. 2).

#### ***6.4.5.3 Future research would focus on a set of variables affecting principals' performance that can serve as illustrative indicators for meaningful empowerment***

Measurement of the predictor variables could have been improved: Three of the predictor variables, structural empowerment (.74), psychological empowerment (.67) and leadership behaviour (.77) were used in the regression analysis, despite Cronbach's alpha coefficients that were above the acceptable range of .80. This may account for the combined variables in the regression analysis accounting for just 27% of the variance in the criterion variable. This could be improved by adding items to extend the scales, improving items by rewording them, and more clearly defining variables used in the study. The amount of variance (27%) accounted for by the predictor variables on the criterion variable was not sufficient. Future researchers should try to identify other variables affecting principals' empowerment to perform their instructional leadership role more effectively in the Amhara regional state of Ethiopia. This is an important issue for future research (see Chapter Five, Table 5.8 & in this chapter section 6.3.3.2, above).

### **6.5 CONTRIBUTIONS OF THE PRESENT STUDY**

Educational leaders in general and principals in particular also experience more empowerment when their leaders are approachable and trustworthy. Hence, elements such as self-directed decision making, and opportunity for skill and knowledge development are predictors of principals' empowerment. Further, merit based assignment of principals for leadership positions are found consistent with those structural and psychological empowerment dimensions (see Appendices I & J).

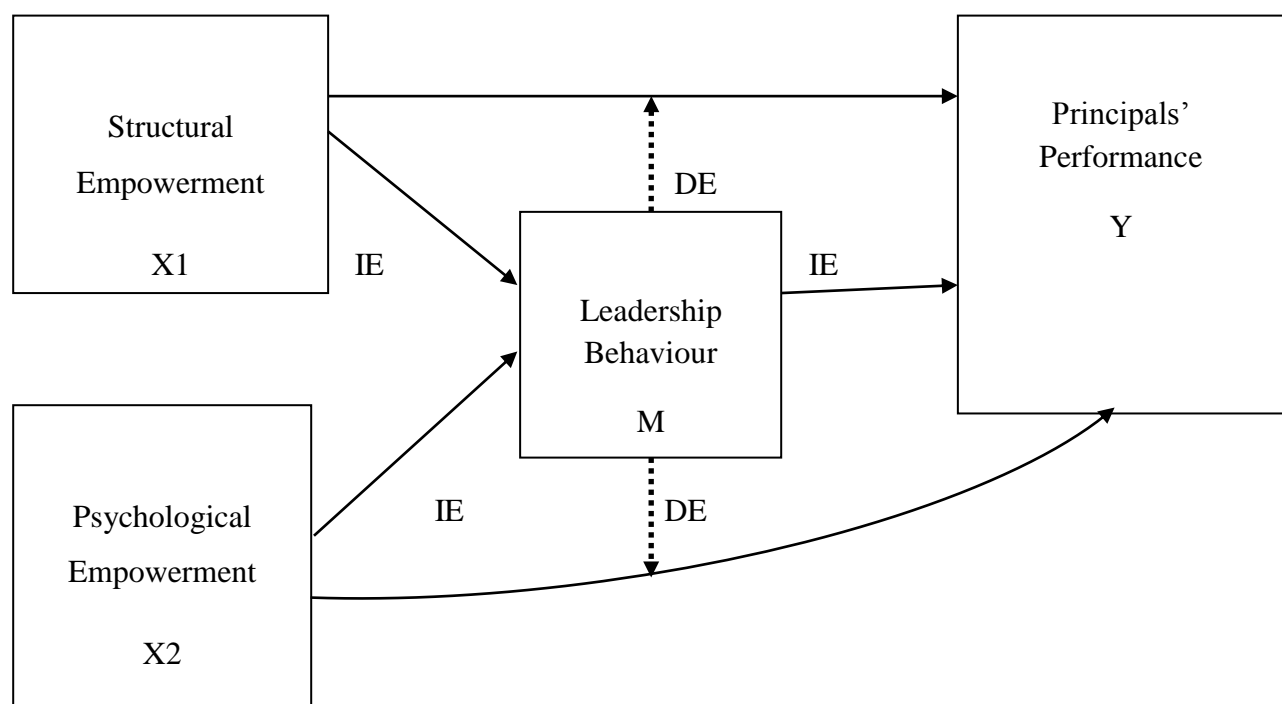
The figure 6.1 below reflects that this assumption is the general framework guiding our account of how to better understand empowered principals' effects on instructional leadership role performance. The findings of the study on empowering principals to perform instructional leadership roles more effectively in the secondary schools of Amhara regional state of Ethiopia conclude with the development of an instructional leadership empowerment model. The findings of this study also indicate that while structural empowerment and psychological empowerment

are reciprocally the enablers for empowering principals to perform instructional leadership roles more effectively, leadership behaviour is “mediating” the effect of empowerment on instructional leadership role performance of principals, particularly when those effects are conceptualised as principals’ effectiveness in instructional leadership role performance (outcome). It is noted that although all components of each variable have contributions for the process of empowerment, those listed dimensions in the figure are significant predictors of empowering principals to perform instructional leadership roles more effectively in the Amhara regional state of Ethiopia. The figure 6.1 below therefore, shows model derived from responses of teachers and principals through the open-ended questionnaire and the subsequent interviews from head principals and OCPTSPDs which describes significant predictors, intermediaries and outcome of process as major dimensions of the empowerment strategy.

Empowerment is an important tool in human development strategies used to motivate secondary school leaders for achieving their educational goals. It is involving school members in decision making process. Empowering public secondary school principals not only gives them authority but also makes them more responsible and they feel sense of ownership and their commitment to the success of the school. The following model therefore, shows that the major predictors of secondary school principals’ empowerment are access to support and resource of structural empowerment and meaning of psychological empowerment. In addition, delegation of authority, skill development and coaching for innovative performance of instructional leadership behaviour influenced principals’ empowerment, which in turn influenced their instructional leadership role performance. Thus, this model as a unique contribution of the research suggests to the officials of education at regional, zonal and woreda levels that school leaders are required to be social, political, and instructional leaders to be empowered and influential.

Based on the review of the research literature of chapter Two and the results of empirical data of chapter Five, three categories of variables including significant predictors for empowering principals, mediating variables and outcome variables with their six dimensions of principal actions and behaviors such as “Access to support and Opportunities for resources” from structural empowerment; “Meaning” from psychological empowerment; and “Delegation of authority, Self directed decision making and Coaching for innovative performance” from

leadership behaviour were identified. As the consequences of the principal's empowerment process model it is conceived that leadership behaviour as a mediating element linking principals empowerment and effective role performance; it is theorised that it acts as a connector between structural and psychological empowerment dimensions and effective outcomes. Recognising the literature study, structural empowerment has also been related to several other forms of positive leadership approach, including leader empowering behaviors, emotionally intelligent leadership and authentic leadership. Figure 5.1 below depicts that educational organizations must use principal's empowerment as a strategic tool to attain service excellence and achieve goals.



**Figure 6.1:** A Model guiding the process of empowering principals to perform instructional leadership roles

Let X1 be an independent variable 1; X2 be an independent variable 2; Y be a dependent variable; M be a mediating variable; IE be indirect effect; and DE be a direct effect in the model. The single headed arrow indicates a causal effect of X1 on Y; X2 on Y; X1 on M; X2 on M; and M on Y. In this case, M which represents leadership behaviour is modeled as a mediating variable in the process of empowering principals. In the diagram the researcher has examined the direct effect of the structural and psychological empowerments' dimensions (access to support &

resource; and meaning respectively). If the direct effects of other dimensions of both structural and psychological empowerments on principals' instructional leadership role performance are reduced, and the indirect effects (through the components of leadership behavior including delegation of authority, self-directed decision making and coaching for innovative performance as mediating variables) are significant then, leadership behaviour is said to play a mediating role in linking both structural and psychological empowerments to principals' instructional leadership role performance (see p.158, Table 5.10).

From this empowerment process model, the dimensions of structural empowerment (access to support and resource) influence the dimension of psychological empowerment (meaning) which in turn influences instructional leadership role performance. Additionally, the dimensions of leadership behaviour such as delegation of authority, skill development and coaching for innovative performance may significantly persuade the practice of empowerment process which in turn manipulates the instructional leadership role performance of principals.

Figure 6.1 reflecting these assumptions, is the general framework guiding the account of how to better understand the effects of empowerment on instructional leadership role performance of secondary school principals through leadership behaviour. This figure indicates that leadership “practices” (overt behaviours - or properties of the school as a social organisation - aimed at direction setting and influence) have direct effects on potentially a wide range of variables; they stand between or “mediate” the effects of empowerment, particularly when those effects are conceptualised as empowering secondary school principals to perform instructional leadership roles more effectively. Below we discuss some valid alternatives to instructional leadership outcomes as potential dependent variables in the empowerment effects but also assume that in the current Amhara region educational environment principals' role performance is likely to be at least among dependent variables necessarily included in the Amhara School Leadership – endorsed studies of empowerment effects. Thus, the findings obtained in this study can be summarised as:

- The dimensions of leadership behaviour which have significant relationships with the structural empowerment and psychological empowerment influence the instructional leadership role performance of principals.



- Leadership behaviours enable educational leaders to successfully manipulate the practice of empowerment process
- Principal's empowerment process model reveals that the leadership behaviour variables mediate the dependent variables of instructional leadership role performance and the independent variables of both the structural and psychological empowerment.

The findings of this study also depict that principal's empowerment can be enhanced through involvement in the decision-making process which is supported by Kim (1999) who stated that empowerment is a distribution of power among organisational members to authorise the making a certain kinds of decisions through instructional leadership, access to support, resource and meaning. An improvement in these aspects might result in more empowerment of school leaders. Heller and McNulty (2010) confirm that empowerment makes people positive not only about themselves but also about their organisations which results in a positive environment, job satisfaction, greater productivity, and loyalty to the organisation that is also aligned our findings (cited in Shah, Riaz, Kelly & Morote, 2014).

A further implication is that empowerment of school leaders might result in their motivation, responsibility, and sense of ownership. Empowered school leaders are willing to empower teachers and to take risk for innovative and future oriented decisions. Well-informed and well-trained school leaders are more empowered. Empowerment also facilitates human capability in an organisation to foresee and enhance the prospects for autonomy, authority, responsibility, and choice.

In conclusion it is worth mentioning that empowerment has strong and significant relationships with instructional leadership role performance. Thus, the variables of structural empowerment, psychological empowerment and leadership behaviour correlates highly with instructional leadership role performance. Consequently this study could be useful in future planning and decision-making to empower school leaders. The features like access to support, opportunities for resources, meaning, and delegation of authority, self directed decision making and coaching for innovative performance are considered as strong initiatives for enhancing empowerment of secondary school principals. Moreover, the provision of some directions for future research, this study has made three major contributions to the literature on empowering public secondary

school principals to perform instructional leadership roles more effectively in the Amhara region, Ethiopia.

Firstly, the study has gone some way towards enhancing policy makers' understanding of the concepts of instructional leadership and empowerment. In the Ethiopian context, while members of the House of People's Representatives at the national level and members of the Regional Council are the main policy makers; executives, managers and workers of sector ministries, regional bureaus, local board of trustee members, and local administrators are known as the implementors of the policies.

Secondly, the study has gone some way towards enhancing our understanding of what school leaders need to improve their effectiveness in performing instructional leadership roles. As a result, my findings enhanced our knowledge of the meaning, nature and types of empowerment. Taken together, these findings have contributed much towards how empowerment is promoting instructional leadership role performance. The present study confirms previous findings and contributes additional evidence that suggests this investigation of the concepts of instructional leadership and empowerment increased the originality of the study. Although its application to school leadership started in the late 1980s (Leithwood, 2008), the concept and its impact on principals' instructional leadership role performance remain unfamiliar to many of the instructional leaders who include synchronous secondary school principals in their instructional leadership role performance. The concept and challenges of empowering principals provide valuable, relevant and contemporary information regarding effective instructional leadership practices. The effective role performance of public secondary school principals also influences the understanding of policy makers in the ARSE or elsewhere in the country or abroad. Therefore, it is hoped that the findings of this study could attract other researchers' attention to this field of discipline.

Thirdly, the results obtained from this study further contribute to the model of empowering PSSPs and the method of identifying challenges associated with empowering PSSPs in performing instructional leadership roles. Potential solutions to problems related to empowering PSSPs to perform instructional leadership roles have emerged from this research. The reviewed

literature provided evidence that indicates the strategies of empowering public secondary school principals and identifying influencing factors associated with empowering PSSPs to perform instructional leadership roles more effectively.

The evidence from this study suggests that various professional groups in the field of educational management and leadership who are working at the MOE, REB and woreda/district education offices have got insights about what school leaders need to improve their effectiveness in performing instructional leadership roles. Principals who are responsible for leading and managing instructional activities in public secondary schools would be benefited from the results of this study.

## **6.6 LIMITATIONS OF THE STUDY**

The primary limitation to this study is related to the time of the year during which the data were collected. This study was conducted over a three month period with questionnaires and interviews starting in October 2016 right after the ethics approval had been granted. The school zones and woredas where the study was conducted faced political instability during the time the survey was planned to be administered; specifically, the survey was conducted in the time when the federal government of Ethiopia declared six months' of state of emergency rule in October 2016 to be implemented in all regions among which Amhara was one of the major parts of the protest areas. This was an unfortunate time of the year when teachers and principals were engaged mentally and emotionally with activities to bring the school year to an end through turbulent situations. Accordingly, many respondents may simply have chosen not to respond due to stresses they faced because the survey was administered at the time of unrest and anxiety.

A number of other important limitations also need to be considered. First, the purposive sampling procedure might have decreased the generalisability of findings so that this study may not be to principals in all areas of the country. Because of the hugeness of Ethiopia, the second populous country in Africa, the study was delimited to the Amhara regional state. Accordingly, the study focused only on OCPTSPDs, teachers and principals from a limited number of zones, woredas and schools pertaining to their experiences of empowering the practice of school principals. The researcher could have possibly learned more if he had studied at least one public

school from each of the nine regions and three city administrations in Ethiopia. This does not mean that the choice of the sample was an oversight because the intent was to examine the practices of empowering public secondary school principals in the Amhara regional state of Ethiopia.

Secondly, the study excluded questionnaires and interviews with other key stakeholders such as school learners, school board members, higher government officials that could have enriched the data. Leaving out the experiences of these stakeholders either in the survey questionnaire or during the interviews was a drawback as it would have benefited the findings. Given the limited financial resources and time constraints for the study, it was not feasible to explore the experiences of all key stakeholders in Ethiopia.

A number of caveats need to be noted regarding the present study. In using the concurrent mixed methods approach, the qualitative data needed to be transformed in some way so that they could be integrated within the analysis phase of the research. Mixing the data is difficult at best when it is considered that the qualitative data were in the form of texts and the quantitative data were in the form of numeric information. Moreover, analytic challenges related to analytic decisions (e.g., site-specific analyses), data transformation, discovering the story, where to “mix” and what get lost in process of mixing were indeed convoluted incidents for the researcher.

To this end, Creswell (2009:205) cautioned that this mixed methods study poses challenges, including the need for extensive data collection, the time-intensive nature of analysing both the texts and numeric data, and the requirement for the researcher to be familiar with both qualitative and quantitative forms of research.

This study, moreover, had the following major difficulties that the researcher would face during the study. Results of this study were limited due to several factors. One of such limitations was little evidence to be used for how a researcher should resolve discrepancies that occur between the quantitative and qualitative data. Because the two methods are unequal in their priority, this approach also results in unequal evidence within a study, which may be a disadvantage when interpreting the final results. Financial problems, time constraints and lack of baseline research done in the country were also limitations of this study.

Since Ethiopia is one of the vast and populous countries in Africa, the study was limited to the Amhara regional state of Ethiopia. I could have possibly learned more if I had studied at least one public secondary school from each of the nine regional states of Ethiopia. This does not mean that the choice of the sample was an oversight because my intent was to explore the practice of empowering PSSPs to perform instructional leadership in the Amhara region. The study excluded many other key stakeholders such as school learners, school board members, government officials that could have enriched data. Leaving out the experiences of these stakeholders the questionnaire and the interview was a drawback as it would have benefited the findings. Given the limited financial resources and time constraints for the study, it was not feasible to explore the experiences of all key stakeholders in the Amhara region.

Regardless of the fact that it is limited to the Amhara regional state and cannot be generalised to other contexts, the study can offer insights on how empowering secondary school principals enhance instructional leadership role performance of school principals. It is hoped that the lessons learned from the sampled schools might be seen in other similar schools. Finally, the most serious problems that challenged the researcher to accomplish his research work as per the schedule were related to frequent blackout of electric power and unremitting interruptions of networks in this country.

### **6.7 AVENUES FOR FURTHER RESEARCH**

This research was designed to examine how public secondary school principals can be empowered to perform instructional leadership roles more effectively in the ARSE. The first focus of the future research is directed to improving the measurement of the predictor variables of the research problem. Three of the predictor variables, structural empowerment (.74), psychological empowerment (.67) and leadership behaviour (.77) were used in the regression analysis, despite Cronbach's alpha coefficients that were above the acceptable range of .80. This may account for the combined variables in the regression analysis accounting for just 27% of the variance in the criterion variable. This could be improved by adding items to extend the scales, improving items by rewording them, and more clearly defining variables used in the study. Among the proposed variables that may have either positive or negative influence on principals' empowerment are antecedent and moderating variables of instructional leadership behaviours. In

this respect, these research avenues or dimensions are considered or deepened in the future study. It is hoped that future research will explore a broader range of impacts on principals' empowerment including antecedent and moderating variables.

Some of the 'antecedent variables' are internal to the instructional leader, including, for example, leaders' traits, values, cognitions, and emotions. There are external antecedents, as well. These include leadership programmes, of course, but also such variables as local education authority relationships, government educational policies, and leader family and socialisation experiences (Popper & Mayseless, 2002).

As it is explained more fully below, these are features of the organisational or wider context in which leaders work that interacts with the dependent and/or mediating variables. These interactions potentially change the strength or nature of relationships between, for instance, the independent and mediating variables or the mediating and dependent variables. For example, if previous evidence suggested that male and female teachers respond differently to the same set of principals' leadership behaviours, then teachers' gender would be a promising moderating variable to include in a study of principals' empowerment practices. Therefore, these important research avenues should be considered in future studies.

The results obtained from the analyses of quantitative and qualitative data indicate that leadership preparation programmes across the region are subject to be concluded as not actually known whether, or the extent to which, principals preparation programmes actually achieve the goal of "...producing effective instructional leaders who create school environments that enhance pupil learning. As far as the researcher is concerned, this gap is not only because leadership preparation programmes are never available; rather, the vast majority of such assessment does not provide the type and quality of evidence required to confidently answer questions about their empowerment effects. Most principals' preparations are limited to examining participants' satisfaction with their programmes and sometimes their perceptions of how such programmes have contributed to participants' empowerment practices in schools. However, more research on this topic needs to be undertaken before the association between

empowerment and principals' effectiveness in instructional leadership role performance is more clearly understood.

## **6.8 CONCLUDING REMARKS**

The purpose of this study was to provide insight into empowering secondary school principals to perform their instructional leadership roles more effectively in the Amhara regional state of Ethiopia. This chapter discussed the significant parts of the thesis including the synopsis, major findings, conclusions, recommendations, contributions, limitations, and avenues for future research. The findings show that the term instructional leadership has come to be used to refer to the ability of the principal to guide teachers to improve instruction through the creation of favourable learning environments, building of teacher content and pedagogical knowledge, and explicit monitoring of the learning of both teacher and student. In the literature, the term tends to be used to refer to the dynamic delivery of the curriculum in the classroom through strategies based on reflection, assessment and evaluation to ensure optimum learning.

Besides, the term empowerment refers to enabling of principals to make their performance easier and more effective. More to the point, empowerment for principals is a vital tool for uplifting personal self-efficacy by sharing power and authority within the organisational hierarchy through the use of a set of managerial practices and techniques. It would be a flaw to think that teachers, school principals and owners of core process for teachers, principals and supervisors' development/ department heads at different echelons of the education bureau do not know the vital role of empowerment for the performance of principals. The fact that these surveyed groups had not undergone leadership training in empowerment does not mean that they did not recognise the importance of empowerment. As observed during the participants' interviews, the indication was that they only lacked opportunities to practice the components of empowerment in their school leadership roles in the daily interactions with the school communities. The findings revealed that the school principals' potential on self-directed decision making virtues may have been restrained by the hierarchical control processes of the top management that required them to comply with directives and policies.

It is deduced from the study that some of the dimensions of structural empowerment (access to support and opportunity for resources), psychological empowerment (meaning) and leadership behaviour (delegation of authority, skill development and coaching for innovative performance) have a stronger relationship with effective instructional leadership role performance of principals in the region than the other dimensions of the three variables. It illustrates that the above mentioned components of each variable contribute towards the challenges of or significant predictors for empowering PSSPs.

Most of the researches on empowering public secondary school principals conclude that these important school administrators are limited to traditional managerial and supervisory duties, chiefly those duties that principals do not want to perform. More recent studies that recognise their value as instructional leaders – including this thesis – contend that principals continue to spend a considerable amount of their time each day performing managerial duties, particularly those duties pertaining to routine tasks ordered by the top managers. However, interest in the empowerment of instructional leadership as a research topic continues to increase, with particular focus on the principal as an instructional leader.

Results from this study also indicate that principals in the sample do not spend the majority of their time on carrying out instructional leadership responsibilities; nevertheless, survey results clearly indicate that they spend “some” of their day on such tasks. This thesis has given an account of and the reasons for the challenges of empowering principals to perform instructional leadership role performance effectively in the ARSE. In general, therefore, it seems that though teachers, principals and OCPTSDs recognised the importance of empowerment for principals’ instructional leadership role performance, the study described challenges associated with conceptualising the relationship between empowerment and instructional leadership role performances.

This study is important because it contributes significantly to the dearth of further empirical research on empowering principals to perform instructional leadership roles more effectively and will aid future research on the topic. Noteworthy empirical data were shared. More importantly, this study addressed significant areas for further research and implications for empowering



public secondary school principals to perform instructional leadership roles more effectively. As schools continue to search for answers regarding quality education or better student achievement, this study serves as a vital step toward investigating perceptions of the valuable influence that teachers, principals and OCPTSDs may have on achieving effective teaching and learning.

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**APPENDIX A: PROOF OF REGISTRATION****Postgraduate letter**

mandd@unisa.ac.za

1/28/2016TSEGAYE M A

0819 M1RST

TSEGAYE M A MR

STUDENT NUMBER: 5334-167-8

MISGANAW ALENE

P.O.BOX 196

ENQUIRIES NAME: POSTGRADUATE

QUALIFICATIONS

CODE 01201

ENQUIRIES TEL: (012) 441-5702

GONDAR

ETHIOPIA

DATE: 2016-01-2

Dear Student

I wish to inform you that your registration has been accepted for the academic year indicated below. Kindly activate your Unisa my life (<https://myunisa.ac.za/portal>) account for future communication purposes and access to research resources. Please check the information below and kindly inform the Master's and doctoral section on mandd@unisa.ac.za on any omissions or errors.

DEGREE: DED (EDUC MANAGEMENT) (98437)

**TITLE:** Empowering public secondary school principals to perform their instructional leadership roles in Amhara Regional state of Ethiopia

SUPERVISOR: Prof RJ BOTHA

ACADEMIC YEAR: 2016

TYPE: THESIS

SUBJECTS REGISTERED:   TFEDM05 D ED - EDUCATIONAL MANAGEMENT

A statement of account will be sent to you shortly.

If you intend submitting your dissertation/thesis for examination, complete form DSAR20 (Notice of Intention to Submit) before 30 September. If this deadline is not met, you need to re-register and submit your intention for submission by 15 April and submit your dissertation by 15 June.

Your supervisor's written consent for submission must accompany your notice of intention to submit.

Yours faithfully,

Prof G Zide

Registrar

## **APPENDIX B: INTERVIEW SCHEDULE (ENGLISH VERSION)**

### **UNIVERSITY OF SOUTH AFRICA**

#### **COLLEGE OF EDUCATION**

#### **DEPARTMENT OF EDUCATIONAL LEADERSHIP AND MANAGEMENT**

##### **Interview Protocol for Principals and Educational Officials**

**Introduction:** Hello, my name is Misganaw Alene, and I am a doctoral student at University of South Africa (UNISA). I would first like to thank you for participating in this interview. Before we begin, I will explain the purpose of my work and ask you for permission to use the information from our interview to assess the effectiveness of the questions in the protocol and my interview technique.

The purpose of this research is to investigate the practice of “Empowering Public Secondary School Principals to Perform Their Instructional Leadership Roles More Effectively in the Amhara Regional State of Ethiopia”. Findings from this study will expand the researcher’s inquiry into transnational educational issues and contribute to articles and reports on educational administration, leadership and policy. This form requests your consent to participate in a study “Empowering Public Secondary School Principals to Perform Instructional Leadership Roles More Effectively in Amhara Regional State of Ethiopia.” This process is required by the College of Education Research Ethics Committee (REC) at University of South Africa. This will take a few minutes. Please feel free to stop me at any point and to ask any questions that may arise. (Read the informed consent document and ask for consent.) Do you have any questions before we begin? You may refuse to answer any of the questions. The interview with each of the 20 education officials and 10 head principals is focused around the following 6 questions pertaining to region/zone/woreda support for instructional leadership:

##### ***QUESTIONS TO BE ADDRESSED BY INTERVIEWEES***

1. What do you see as the best first steps taken in to account to empower principals to perform their instructional leadership roles more effectively in Amhara regional state?

2. Can you give me some examples of the types of behaviour that secondary school principals exhibit in performing their instructional leadership roles?
3. Can you tell me more about the most promising initiatives/strategies available to public secondary school principals to perform their instructional leadership roles more effectively?
4. What did you observe as the barriers that constrain the empowerment of principals to perform instructional leadership roles in their schools?
5. What measures should be taken by the education sector at all levels, to overcome the barriers that constrain the practice of empowering principals to perform instructional leadership roles more effectively?

**Thank you for taking the time out of your day to participate in my study. Your input will be a valuable part of my study.**

**The researcher**

## APPENDIX C: INTERVIEW SCHEDULE TRANSLATED VERSION (AMHARIC)

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**APPENDIX D: QUESTIONNAIRE FOR PRINCIPALS AND TEACHERS (ENGLISH)**  
**UNIVERSITY OF SOUTH AFRICA**  
**COLLEGE OF EDUCATION**

**DEPARTMENT OF EDUCATIONAL LEADERSHIP AND MANAGEMENT**

*Survey Questionnaire for Public Secondary School Teachers and Principals*

**Directions for the survey:** This questionnaire is designed to collect relevant data regarding the behaviours and practices of instructional leadership in your school. This research is meant for academic purpose. It will try to examine the practice of "Empowering Public Secondary School Principals to Perform Instructional Leadership Roles in Amhara Regional State of Ethiopia". Read each of the following items carefully and circle the appropriate letter or number that best fits the specific job behaviour or practice as a principal conducted it during the past school year. You are kindly requested to provide genuine response to the items as honestly and precisely as possible. Your responses will be held in strict confidence and individual answers will not be identifiable to any one subject. Please do not write your name anywhere on this questionnaire.

**Thank you for kind cooperation and patience.**

**Part I. Demographic Information:**

1. Your current responsibility      a) Teaching      b) Principal/vice-principal
2. Age   a) 29 and under      b) 30-39      c) 40-49      d) 50 and above
3. Sex:      a) Male      b) Female
4. Academic Qualification:  
    a) Diploma      b) Bachelor degree      c) Masters' d) Other (Please specify): \_\_\_\_\_
5. How long have you been worked as a teacher in the Amhara National Regional State?  
    a) Less than 2 years      b) 2 to 5 years      c) 6 to 10 years      d) Over 10 years
6. Service year in the current school:  
    a) Less than 2 years      b) 2 to 5 years      c) 6 to 10 years      d) Over 10 years

**Part II. Principals' and Teachers' Perceptions on Effectiveness on Instructional Leadership Role Performance in Their Respective Schools:**

There are 40 statements in this instrument. The statements describe specific principalship skills, behaviours and practices. Because teachers work more closely with principals than any other professional group, their perceptions are particularly important. Please read each statement and select the response that most appropriately describes your assessment of the school principals for each item. Please be honest and candid with your responses.

Use the following five-point scale as measures of effectiveness. For the response to each statement:

- 5 represents Almost Always*
- 4 represents Frequently*
- 3 represents Sometimes*
- 2 represents Seldom*
- 1 represents Almost Never*

Use your judgement in selecting the most appropriate response to items. Please circle only one number for each statement. Try to respond to each statement.



**To what extent does . . . ?**

**I. DEFINE THE VISION, VALUES AND DIRECTION**

Almost  
Always      Almost  
Never

- |  |   |   |   |   |   |
|--|---|---|---|---|---|
| 1. the principal collaboratively develops and implements shared values, vision and mission for the school that support student learning and success                              | 5 | 4 | 3 | 2 | 1 |
| 2. the principal engages students, staff, parents, Local Government Officials, School Board and the community in the school growth process and evidence-based dialogue           | 5 | 4 | 3 | 2 | 1 |
| 3. the principal collaboratively develop school goal and a school growth plan that is based on evidence of student learning and the directions from the Department of Education. | 5 | 4 | 3 | 2 | 1 |
| 4. the principal implement plans to achieve school goals and monitor the school progress based on evidence   | 5 | 4 | 3 | 2 | 1 |
| 5. the principal measures student and school progress using a variety of evidence  | 5 | 4 | 3 | 2 | 1 |

**II. IMPROVE CONDITIONS FOR TEACHING AND LEARNING**

- |   |   |   |   |   |   |
|---|---|---|---|---|---|
| 6. the principal continually looking for new ways to improve teaching, learning and achievement.  | 5 | 4 | 3 | 2 | 1 |
| 7. the principal provides a safe environment for teachers to try new models and alternative approaches that might be more effective.  | 5 | 4 | 3 | 2 | 1 |
| 8. the principal develops strategies to improve the school buildings and facilities.  | 5 | 4 | 3 | 2 | 1 |
| 9. the principal change the physical environment of the schools and improve the classrooms to confirm the connection between high-quality conditions for teaching and learning. | 5 | 4 | 3 | 2 | 1 |
| 10. the principal identify the need to improve the conditions in which the quality of teaching could be maximised and pupils' learning and                                      | 5 | 4 | 3 | 2 | 1 |

performance enhanced.

### III. REDESIGN ROLES AND RESPONSIBILITIES

- |   |   |   |   |   |   |
|---|---|---|---|---|---|
| 11. the principal redesign the organisational structures, roles and distributed leadership in ways that promote greater staff engagement and ownership so that would be greater opportunities for student learning. | 5 | 4 | 3 | 2 | 1 |
| 12. the principal make roles, responsibilities and accountabilities clear to all staff and allocate responsibilities according to ability.  | 5 | 4 | 3 | 2 | 1 |
| 13. the principal manage the school within the context of Federal Government Policies and structures  | 5 | 4 | 3 | 2 | 1 |
| 14. the principal protect the rights and confidentiality of students and staff  | 5 | 4 | 3 | 2 | 1 |
| 15. the principal establish and maintain the boundaries of professional relationships for self and staff  | 5 | 4 | 3 | 2 | 1 |

### IV. ENRICHING THE CURRICULUM

- |  |   |   |   |   |   |
|--|---|---|---|---|---|
| 16. the principal adapt the curriculum to broaden learning opportunities and improve access for all children.                | 5 | 4 | 3 | 2 | 1 |
| 17. the principal focus on personalised learning and providing different pathways towards vocational qualifications.         | 5 | 4 | 3 | 2 | 1 |
| 18. the principal ensure students' educational needs are central to all decision making.                                     | 5 | 4 | 3 | 2 | 1 |
| 19. the principal apply knowledge of a range of effective and current curricular, instructional and assessment practices.    | 5 | 4 | 3 | 2 | 1 |
| 20. the principal ensure the use and coordination of appropriate curricula, learning resources and instructional strategies. | 5 | 4 | 3 | 2 | 1 |

### V. ENHANCING TEACHER QUALITY

- |   |   |   |   |   |   |
|---|---|---|---|---|---|
| 21. the principal provide a variety of professional learning and development opportunities for staff as part of their twin drive to raise standards and to sustain motivation and commitment. | 5 | 4 | 3 | 2 | 1 |
| 22. the principal encourage teachers and support staff to take part in a  |   |   |   |   |   |

wide range of in-service training,	5	4	3	2	1
23. the principal give teachers and support staff the opportunity to train for further qualifications.	5	4	3	2	1
24. the principal use the combination of external and internal continuing professional development (CPD) to maximise potential and develop staff in diverse areas.	5	4	3	2	1
25. the principal implement authentic and meaningful strategies for supporting, supervising and evaluating teachers and staff	5	4	3	2	1
<b>VI. ENHANCE TEACHING AND LEARNING</b>					
26. the principal apply continually looking for new ways to improve teaching, learning and achievement.	5	4	3	2	1
27. the principal engages teachers in learning about and applying current research-based instructional and assessment techniques that improve student learning.	5	4	3	2	1
28. the principal makes systematic and frequent visits to classrooms to support improve student learning	5	4	3	2	1
29. the principal always maximise time spent on quality teaching-learning process and protect instructional time from interruptions	5	4	3	2	1
30. the principal supervise the maintenance of accurate progress and attendance records for students	5	4	3	2	1
<b>VII. BUILD RELATIONSHIPS INSIDE THE SCHOOL COMMUNITY</b>					
31. the principal develop and sustain positive relationships with staff at all levels, making them feel valued and involved.	5	4	3	2	1
32. the principal demonstrate concern for the professional and personal wellbeing of staff.	5	4	3	2	1
33. the principal stimulate loyalty from parents, staff and students.	5	4	3	2	1
34. the principal acts as an intermediary between school staff and the School Board in developing understanding of respective roles and					

duties	5	4	3	2	1
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35. the principal develop a dispute resolution mechanism in collaboration with the School Board for resolving disagreements between the school, students, parents and staff or with the School Board.	5	4	3	2	1
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## VIII. BUILD RELATIONSHIPS OUTSIDE THE SCHOOL COMMUNITY

36. the principal recognise that building and improving the reputation of the school and engaging with the wider community are essential to achieving long-term success.	5	4	3	2	1
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37. the principal develop positive relationships with community leaders to build a web of links between the school and other organisations and individuals.	5	4	3	2	1
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38. the principal establish strong links with key stakeholders in the local community for the benefit of the school.	5	4	3	2	1
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39. the principal develop networks with other schools and communities to enhance student learning	5	4	3	2	1
---	---	---	---	---	---

40. the principal advocate on behalf of the students and the school and serve as a spokesperson for the school.	5	4	3	2	1
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### **Part III: Principals' and Teachers' Perceptions on Instructional leadership Behaviour of principals.**

In this part of the questionnaire, there are 17 behavioural statements that describe principal practices and behaviours. You are requested to carefully read each item in terms of your observations of the principals' leadership behaviours over the past school year. Read each statement carefully and circle the appropriate number that best fits the specific job behaviour or practice as your principal conducted it during the past school year. For the response to each statement:

**5 represents Strongly Agree, 4 represents Agree, 3 represents Neutral, 2 represents Disagree. 1 represents Strongly Disagree**

Behaviour Dimension and Item	Strongly Agree					Strongly Disagree				
<b>Delegation of Authority</b>										
1. My manager delegates me the authority I need to make decisions that improve work processes and procedures.	5	4	3	2	1					
2. My manager delegates me the authority to make changes necessary to improve things.	5	4	3	2	1					
3. My manager delegates authority to me that is equal to the level of responsibility that I am assigned.	5	4	3	2	1					
<b>Accountability</b>										
4. My manager holds me accountable for the work I am assigned.	5	4	3	2	1					
5. I am held accountable for my performance and results.	5	4	3	2	1					
6. My manager holds staff in the department accountable for customer satisfaction.	5	4	3	2	1					
<b>Self-Directed Decision Making</b>										
7. My manager tries to help me arrive at solutions when problems arise, rather than telling me what he/she would do.	5	4	3	2	1					

8. My manager relies on me to make my own decisions about issues that affect how work gets done. 5 4 3 2 1

9. My manager encourages me to develop my own solutions to problems I encounter in my work. 5 4 3 2 1

### **Information Sharing**

10. My manager shares me information that I need to ensure high quality results. 5 4 3 2 1

11. My manager provides me with the information I need to meet customers' needs 5 4 3 2 1

### **Skill Development**

12. My manager encourages me to use systematic problem-solving methods (e.g., the seven-step problem-solving model). 5 4 3 2 1

13. My manager provides me with frequent opportunities to develop new skills. 5 4 3 2 1

14. My manager ensures that continuous learning and skill development are priorities in our department. 5 4 3 2 1

### **Coaching for Innovative Performance**

15. My manager is willing to risk mistakes on my part if, over the long term, I will learn and develop as a result of the experience. 5 4 3 2 1

16. My manager encourages me to try out new ideas even if there is a chance they may not succeed. 5 4 3 2 1

17. My manager focuses on corrective action rather than blaming when I make a mistake. 5 4 3 2 1

#### **Part IV: Measures of empowerment practices in the school system.**

You are requested to respond to each of the following statements based on your views on instructional leaders (Education Officials from Regional to Woreda levels including principals and vice-principals) about their empowerment practices in your situations. Please read each statement and circle the number that most appropriately describes your judgment for each statement to indicate your degrees of agreement on the Likert type scale of 1-5. When:

**5 = represents Strongly Agree, 4 = represents Agree, 3 = represents Neutral,  
2 = represents Disagree, and 1= represents Strongly Disagree.**

Statements	Strongly Agree					Strongly Disagree				
Structural Empowerment										
Access to support										
1. I am encouraged to develop my professional Knowledge and skills.	5	4	3	2	1					
2. I have the opportunity for growth and movement within the sector.	5	4	3	2	1					
3. I am encouraged to initiate change and to adapt to new situations, behaviours and attitudes that can create positive work environments.	5	4	3	2	1					
Resource										
4. I am provided with financial means and other supplies required accomplishing my duties effectively.	5	4	3	2	1					
5. I am given proper time to support students learning.	5	4	3	2	1					
6. There is always fair distribution of resources among departments.	5	4	3	2	1					
Information										
7. I always have access to technical knowledge and expertise required to accomplish the job and an understanding of educational policies and decisions.	5	4	3	2	1					

8. I am acknowledged for my exceptional performance by writing memos for my personal files.	5	4	3	2	1
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9. I have an opportunity to attend in service activities concerned with instruction.	5	4	3	2	1
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**Opportunity**

10. I always get feedback and guidance from supervisors, colleagues and principals.	5	4	3	2	1
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11. My superior performance is reinforced by principals and teachers in staff meetings, newsletters and/or memos.	5	4	3	2	1
---	---	---	---	---	---

12. I am accessed for conducive organisational climate, which enables me to exercise new abilities.	5	4	3	2	1
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**Psychological Empowerment**

**Competence**

13. I believe that I have the competence to perform my work activities with the required skill and knowledge.	5	4	3	2	1
---	---	---	---	---	---

14. I have an ability to make decisions and to act in order to attain the school goals.	5	4	3	2	1
---	---	---	---	---	---

15. I have an opportunity of developing my ability to participate with others and to struggle for influence over the environment.	5	4	3	2	1
---	---	---	---	---	---

**Meaning**

16. I give high values, for my work goals	5	4	3	2	1
---	---	---	---	---	---

17. The beliefs and behaviours I develop in this school help me to have high organisational commitment and concentration of energy.	5	4	3	2	1
---	---	---	---	---	---

18. I believe that I have earned respect from colleagues and superiors.	5	4	3	2	1
---	---	---	---	---	---

**Self-determination**

19. I have the freedom to make decisions on what I do and the method of the work.	5	4	3	2	1
---	---	---	---	---	---

20. I make decisions about the implementation of new programmes in the school.	1	2	3	4	5
--	---	---	---	---	---

21. I am sensing that I have a choice with regard to initiating and					
---	--	--	--	--	--



regulating my actions and work behaviours. 5 4 3 2 1

**Impact**

22. I have an influential role on strategic, administrative, or operating outcomes at work 5 4 3 2 1

23. I believe that I am having an impact on each decision. 5 4 3 2 1

24. I have an opportunity to provide a significant important contribution for school improvement programme and the enrichment of curriculum. 5 4 3 2 1

**Part VI: Open questions:**

1. What types of opportunities are provided by educational officials to ensure principals' empowerment so as to be autonomous to perform instructional leadership roles more effectively?

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2. What challenges constrain principals to perform instructional leadership roles more effectively?

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3. What possible mechanisms do you suggest to overcome the challenges that prevent the practice of empowering principals to perform their instructional leadership roles more effectively?

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***THANK YOU FOR COMPLETING THIS QUESTIONNAIRE***



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| 20. | በጥንታዊ የግብርና-ጥገና ስርዓቶች ውስጥ የጥገና ሰነድ ማሳሰቢያ     | 5 | 4 | 3 | 2 | 1 |
| 21. | የጥገና ሰነድ ማሳሰቢያ የጥገና ሰነድ ማሳሰቢያ የጥገና ሰነድ ማሳሰቢያ | 5 | 4 | 3 | 2 | 1 |
| 22. | የጥገና ሰነድ ማሳሰቢያ የጥገና ሰነድ ማሳሰቢያ የጥገና ሰነድ ማሳሰቢያ | 5 | 4 | 3 | 2 | 1 |
| 23. | የጥገና ሰነድ ማሳሰቢያ የጥገና ሰነድ ማሳሰቢያ የጥገና ሰነድ ማሳሰቢያ | 5 | 4 | 3 | 2 | 1 |
| 24. | የጥገና ሰነድ ማሳሰቢያ የጥገና ሰነድ ማሳሰቢያ የጥገና ሰነድ ማሳሰቢያ | 5 | 4 | 3 | 2 | 1 |
| 25. | የጥገና ሰነድ ማሳሰቢያ የጥገና ሰነድ ማሳሰቢያ የጥገና ሰነድ ማሳሰቢያ | 5 | 4 | 3 | 2 | 1 |
| 26. | የጥገና ሰነድ ማሳሰቢያ የጥገና ሰነድ ማሳሰቢያ የጥገና ሰነድ ማሳሰቢያ | 5 | 4 | 3 | 2 | 1 |
| 27. | የጥገና ሰነድ ማሳሰቢያ የጥገና ሰነድ ማሳሰቢያ የጥገና ሰነድ ማሳሰቢያ | 5 | 4 | 3 | 2 | 1 |
| 28. | የጥገና ሰነድ ማሳሰቢያ የጥገና ሰነድ ማሳሰቢያ የጥገና ሰነድ ማሳሰቢያ | 5 | 4 | 3 | 2 | 1 |
| 29. | የጥገና ሰነድ ማሳሰቢያ የጥገና ሰነድ ማሳሰቢያ የጥገና ሰነድ ማሳሰቢያ | 5 | 4 | 3 | 2 | 1 |
| 30. | የጥገና ሰነድ ማሳሰቢያ የጥገና ሰነድ ማሳሰቢያ የጥገና ሰነድ ማሳሰቢያ | 5 | 4 | 3 | 2 | 1 |
| 31. | የጥገና ሰነድ ማሳሰቢያ የጥገና ሰነድ ማሳሰቢያ የጥገና ሰነድ ማሳሰቢያ | 5 | 4 | 3 | 2 | 1 |
| 32. | የጥገና ሰነድ ማሳሰቢያ የጥገና ሰነድ ማሳሰቢያ የጥገና ሰነድ ማሳሰቢያ | 5 | 4 | 3 | 2 | 1 |

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(Describing Principal Practices and behaviours) □□□ □□□□□ □□□□□ □□ □□□□□

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〇〇〇〇〇〇〇 〇〇〇〇〇〇 (**Accountable**)
4. 〇〇〇〇 〇〇〇〇 〇〇 〇〇〇〇 〇〇〇〇〇 〇〇〇〇〇〇〇 5 4 3 2 1
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7. 〇〇〇〇〇〇〇〇〇〇〇 〇〇〇〇 〇〇〇〇 〇〇〇 〇〇〇〇 〇〇〇〇〇 〇〇〇〇〇  
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8. 〇〇〇〇 〇〇〇〇〇〇 〇〇 〇〇〇〇 〇〇〇〇〇〇 5 4 3 2 1
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〇〇〇〇 〇〇〇〇〇 〇〇〇〇〇〇 (**Information Sharing**)

10. 〇〇〇〇 〇〇〇〇 〇〇 〇〇〇〇〇 〇〇〇 〇〇〇〇〇〇〇〇 5 4 3 2 1
11. 〇〇〇〇 〇〇〇〇〇〇〇 〇〇〇〇 〇〇〇〇〇 〇〇〇〇 〇〇〇〇〇〇  
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〇〇〇〇 〇〇〇〇〇 〇〇〇〇〇〇 (**Skill Development**)

12. 〇〇〇〇 〇〇〇〇 〇〇〇〇 〇〇〇〇 〇〇〇〇〇 〇〇〇〇〇〇〇 〇〇〇〇〇〇〇〇 5 4 3 2 1  
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13. 〇〇〇〇 〇〇〇〇〇〇 〇〇〇〇〇 〇〇〇 〇〇〇〇〇〇 〇〇〇〇〇 〇〇  
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14. 〇〇〇〇 〇〇〇〇 〇〇〇〇〇〇 〇〇〇〇〇〇 〇〇〇〇 〇〇〇〇〇〇〇〇〇 5 4 3 2 1  
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**Performance)**

15. 〇〇〇〇〇〇〇〇〇 〇〇 〇〇〇〇〇 〇〇〇〇〇〇 〇〇〇〇〇〇〇 5 4 3 2 1
16. 〇〇〇〇〇〇〇〇〇〇〇 〇〇〇〇 〇〇〇〇 〇〇〇〇〇 〇〇〇〇〇〇 5 4 3 2 1

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## **APPENDIX F: LETTER REQUESTING CONSENT TO UNDERTAKE RESEARCH**

**Request for permission to conduct research at North Gondar, South Gondar, West Gojjam and Awi administrative zones, as well as at Bahir-Dar and Gondar city administrations**

<18 June 2016>

Title: EMPWERING PUBLIC SECONDARY SCHOOL PRINCIPALS TO PERFORM THEIR  
INSTRUCTIONAL LEADERSHIP ROLES MORE EFFECTIVELY IN AMHARA  
REGIONAL STATE OF ETHIOPIA

Mr. Tefera Feyisa

Building No. 1 Room 05

Vice Head, for Amhara regional state Bureau of Education

Tel: 251 918 34 04 91

e-mail: [teferafe@yahoo.com](mailto:teferafe@yahoo.com)

Dear Mr. Tefera

I, Misganaw Alene Tsegaye, am doing research with Prof. RJ Botha, a professor in the Department of Educational Management towards a D Ed at the University of South Africa. I am inviting your institution to participate in a study entitled by ***empowering public secondary school principals to perform their instructional leadership roles in Amhara region, Ethiopia.***

The aims of the study are: (1) to conceptualise the notions of 'instructional leadership' and empowerment (2) to empower public secondary school principals in Amhara regional state of Ethiopia to increase the effectiveness of their instructional leadership roles. (3) to enhance the knowledge and understanding of effective behaviours of principals in which leadership is broadly shared under the concept of empowerment.

The aforementioned zones and city administrations have been selected purposively among the ten administrative zones and three city administrations of the National Regional State of Amhara.

The study will entail surveying educational department officials', principals' and teachers' perception to the effective behaviours of principals in which leadership is broadly shared under the concept of empowerment. Forty seven percent of principal and 26 percent of teacher respondents from the sample general and preparatory schools will be included using available and systematic random sampling techniques respectively and a questionnaire will be distributed to them with the help of two **assistant researchers selected from University of Gondar**. Besides, 10 Head principals and 20 Owners of Core Process for Teachers, Principals and Supervisors Development will be included using purposive and available sampling techniques respectively.

The benefits of this study are both practical and theoretical. Practically it will contribute to:

- Introduce a contextualized alternative to Educational Managers working at the MOE, REB and Woreda/district education offices to have insights about what school leaders need to improve their effectiveness in performing instructional leadership roles.

- Bring the importance of empowering public secondary school principals to the attention of practitioners and policy makers so that they can consider it in the performance of instructional leadership roles.
- Surface the strategies of empowering principals that need due attention of the management and staff in the Ethiopian education system at all levels.

Theoretically it contributes to:

- Enhance the empowering model to include additional dimensions related variables in the pursuit of strong determinants for empowering public secondary school principals. It results in a very comprehensive empowerment strategy that brings different predictors together.
- Extend the scope of the empowerment model to be applicable in the context of Sub-Sahara African countries, across general and preparatory schools.

There are no risks the institution and participants encounter by being involved in the study. We will ensure the privacy and anonymity of the participants as well the confidentiality of the responses. Participation in the study is voluntary and withdrawal from the study may take place without penalty.

The results of the study, as a feedback, will be communicated to your institution in soft copy using email or hard copy.

We kindly request your good office to permit us to conduct the research at the four administrative zones and two city administrations specified above.

Yours sincerely,



Misganaw Alene Tsegaye

**APPENDIX G: LETTER REQUESTING CONSENT TO PARTICIPATE IN THE  
INTERVIEWS**

UNIVERSITY OF SOUTH AFRICA  
COLLEGE OF EDUCATION  
EDUCATION MANAGEMENT DEPARTMENT

Dear .....

This letter is an invitation to consider participating in a study I, Misganaw Alene Tsegaye, am conducting as part of my research as a doctoral student entitled “Empowering Public Secondary School Principals to Perform Instructional Leadership Roles More Effectively in Amhara Regional State of Ethiopia” at the University of South Africa. Permission for the study has been given by the Education Bureau of Amhara Regional State and the Ethics Committee of the

College of Education, UNISA. I have purposefully identified you as a possible participant because of your valuable experience and expertise related to my research topic.

I would like to provide you with more information about this project and what your involvement would entail if you should agree to take part. The importance of **examining the practice of empowering public secondary school principals to perform their instructional leadership roles in Amhara regional, Ethiopia** in education is substantial and well documented. In this interview I would like to have your views and opinions on this topic. This information can be used to improve the performance of principals and educational leaders at large so as to have successful schools at secondary level in the country.

Your participation in this study is voluntary. It will involve an interview of approximately 60 minutes in length to take place in a mutually agreed upon location at a time convenient to you. You may decline to answer any of the interview questions if you so wish. Furthermore, you may decide to withdraw from this study at any time without any negative consequences.

With your kind permission, the interview will be audio-recorded to facilitate collection of accurate information and later transcribed for analysis. Shortly after the transcription has been completed, I will send you a copy of the transcript to give you an opportunity to confirm the accuracy of our conversation and to add or to clarify any points. All information you provide is considered completely confidential. Your name will not appear in any publication resulting from this study and any identifying information will be omitted from the report. However, with your permission, anonymous quotations may be used. Data collected during this study will be retained on a password protected computer for **5 years** in my locked office. There are no known or anticipated risks to you as a participant in this study.

If you have any questions or concerns about the study or your participation, please contact Prof. R J. Botha (Cell: 08 24 11 63 61 or email: [Botharj@unisa.ac.za](mailto:Botharj@unisa.ac.za)) or Mr. Misganaw Alene (+251 918 47 38 35 or e-mail: [misgealene@gmail.com](mailto:misgealene@gmail.com)). If you have questions about your rights as a research project participant, you may contact the UNISA COLLEGE OF EDUCATION RESEARCH ETHICS COMMITTEE at Pretoria, South Africa or at [mcdtc@netactive.co.za](mailto:mcdtc@netactive.co.za)) and [motaut@unisa.ac.za](mailto:motaut@unisa.ac.za)]

I look forward to speaking with you very much and thank you in advance for your assistance in this project. If you accept my invitation to participate, I will request you to sign the consent form which follows on the next page.

Yours sincerely



**Misganaw Alene Tsegaye**

## **APPENDIX H: SAMPLE SIZE TABLE OF THE RESEARCH ADVISORS**

There are various formulas for calculating the required sample size based upon whether the data collected is to be of a categorical or quantitative nature (e.g. is to estimate a proportion or a mean). These formulas require knowledge of the variance or proportion in the population and a determination as to the maximum desirable error, as well as the acceptable Type I error risk (e.g., confidence level).

But why bother with these formulas?

It is possible to use one of them to construct a table that suggests the optimal sample size – given a population size, a specific margin of error, and a desired confidence interval. This can help researchers avoid the formulas altogether. The table below presents the results of one set of these calculations. It may be used to determine the appropriate sample size for almost any study.



Many researchers (and research texts) suggest that the first column within the table should suffice (Confidence Level = 95%, Margin of Error = 5%). To use these values, simply determine the size of the population down the left most column (use the next highest value if your exact population size is not listed). The value in the next column is the sample size that is required to generate a Margin of Error of  $\pm 5\%$  for any population proportion.

However, a 10% interval may be considered unreasonably large. Should more precision be required (i.e., a smaller, more useful Margin of Error) or greater confidence desired (0.01), the other columns of the table should be employed. Thus, if you have 5000 customers and you want to sample a sufficient number to generate a 95% confidence interval that predicted the proportion who would be repeat customers within plus or minus 2.5%, you would need responses from a (random) sample of 1176 of all your customers. As you can see, using the table is much simpler than employing a formula.

### Required Sample Size<sup>†</sup>

Population Size	Confidence = 95%				Confidence = 99%			
	Margin of Error				Margin of Error			
	5.0%	3.5%	2.5%	1.0%	5.0%	3.5%	2.5%	1.0%
10	10	10	10	10	10	10	10	10
20	19	20	20	20	19	20	20	20
30	28	29	29	30	29	29	30	30
50	44	47	48	50	47	48	49	50
75	63	69	72	74	67	71	73	75
100	80	89	94	99	87	93	96	99
150	108	126	137	148	122	135	142	149
200	132	160	177	196	154	174	186	198
250	152	190	215	244	182	211	229	246
300	169	217	251	291	207	246	270	295
400	196	265	318	384	250	309	348	391
500	217	306	377	475	285	365	421	485
600	234	340	432	565	315	416	490	579
700	248	370	481	653	341	462	554	672
800	260	396	526	739	363	503	615	763
1,000	278	440	606	906	399	575	727	943
1,200	291	474	674	1067	427	636	827	1119
1,500	306	515	759	1297	460	712	959	1376
2,000	322	563	869	1655	498	808	1141	1785
2,500	333	597	952	1984	524	879	1288	2173
3,500	346	641	1068	2565	558	977	1510	2890
5,000	357	678	1176	3288	586	1066	1734	3842
7,500	365	710	1275	4211	610	1147	1960	5165
10,000	370	727	1332	4899	622	1193	2098	6239
25,000	378	760	1448	6939	646	1285	2399	9972
50,000	381	772	1491	8056	655	1318	2520	12455
75,000	382	776	1506	8514	658	1330	2563	13583
100,000	383	778	1513	8762	659	1336	2585	14227
250,000	384	782	1527	9248	662	1347	2626	15555
500,000	384	783	1532	9423	663	1350	2640	16055
1,000,000	384	783	1534	9512	663	1352	2647	16317
2,500,000	384	784	1536	9567	663	1353	2651	16478
10,000,000	384	784	1536	9594	663	1354	2653	16560
100,000,000	384	784	1537	9603	663	1354	2654	16584
300,000,000	384	784	1537	9603	663	1354	2654	16586

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Professional researchers typically set a sample size level of about 500 to optimally estimate a single population parameter (e.g., the proportion of likely voters who will vote for a particular candidate). This will construct a 95% confidence interval with a Margin of Error of about  $\pm 4.4\%$  (for large populations).

Since there is an inverse relationship between sample size and the Margin of Error, smaller sample sizes will yield larger Margins of Error. For example, a sample size of only 100 will construct a 95% confidence interval with a Margin of Error of almost  $\pm 13\%$ , too large a range for estimating the true population proportion with any accuracy.

Note that all of the sample estimates discussed present figures for the largest possible sample size for the desired level of confidence. Should the proportion of the sample with the desired characteristic be substantially different than 50%, then the desired level of accuracy can be established with a smaller sample. However, since you can't know what this percentage is until you actually ask a sample, it is wisest to assume that it will be 50% and use the listed larger sample size.

The number of sub-groups (or "comparison" groups) is another consideration in the determination of a sufficient sample size. Since the parameter must be measured for each sub-group, the size of the sample for each sub-group must be sufficiently large to permit a reasonable (sufficiently narrow) estimation.

Treat each sub-group as a population and then use the table to determine the recommended sample size for each sub-group. Then use a stratified random sampling technique within each sub-group to select the specific individuals to be included.

If you would like to calculate sample sizes for different population sizes, confidence levels, or margins of error, download the Sample Size spreadsheet and change the input values to those desired.

Download the spreadsheet by clicking on the download button:

Note: The spreadsheet was designed for a 17" monitor, so you may have to resize it ("Zoom" it out).

The formula used for these calculations was:

$$n = \frac{X^2 * N * P * (1-P)}{(ME^2 * (N-1)) + (X^2 * P * (1-P))}$$

Where :

n = sample size

$X^2$  = Chi – square for the specified confidence level at 1 degree of freedom

N = Population Size

P = population proportion (.50 in this table)

ME = desired Margin of Error (expressed as a proportion)

This formula is the one used by Krejcie & Morgan in their 1970 article "Determining Sample Size for Research Activities" (*Educational and Psychological Measurement*, #30, pp. 607-610).

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## APPENDIX I: SUMMARY OF PRINCIPALS' INTERVIEW RESPONSES

PARTICIPANTS	THEMES OF PRINCIPALS' RESPONSES				
	First steps to advance principals' profession	Leadership behaviours that principals exhibit	Promising strategies available to empower principals	Deterring barriers to empower principals	Measures taken to overcome barriers to empower principals
P1	On the job training is important Further education needs attention Merit based assignment of principals encourage staff motivation	We exercise shared leadership	Only further education opportunity to have MA degree in school leadership	Shortage of resources Most leaders spend significant time in command and control bureaucracies other than providing professional support. Some principals are assigned with no any experience or induction training. Principals are not committed for their profession caused by the above reasons.	Make clear and explicit meaning & definition of empowerment. Starting with initial steps at sharing power, setting clear limits for empowerment, and building relationships found to be effective mechanisms for rising principals' confidence. Training & development programme can also strengthen their confidence.
P2	Autonomous	Creating smooth	Continuous	Influence of school board	Policy makers should devise

	<p>right to decide and administer school budget, Capacity building programmes are needed.</p> <p>Principals assignment should be merit based,</p> <p>Professional freedom/Self-directed decision making and Opportunity for skill and knowledge development</p>	communication	professional development	<p>Principals dissatisfactions due to payment procedures,</p> <p>No clearly stated manuals and procedures</p> <p>Superintendents less attention for instructional issues.</p> <p>Principals have lesser authority to discipline students and teachers who were not committed to their duties based on external interference from the woreda and city departments of education.</p> <p>There is undue interference with the day today running of the school. Some supervisors and officials are tending to intimidate and promoting or encouraging unexpected reshuffle of principals.</p>	<p>mechanism to encourage the participation of school board,</p> <p>Principal should create strong relationships with communities and principals are prepared and able to get supports.</p> <p>Make clear and explicit about what they mean by empowerment.</p> <p>Starting with small initial steps at sharing power, setting clear limits for empowerment, and building trusting relationships have been found to be effective mechanisms for rising principals' confidence.</p>
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P3	<p>Objective recruitment and selection criteria should be used so that competent principals are assigned.</p> <p>For the previous several times things were going as business as usual. We had to keep repeating these new priorities over and over again. It was like people weren't ready for changes.</p>	<p>We delegate activities down to the departments with accountability.</p> <p>Some principals do not have skills to encourage innovation.</p>	<p>Standards for principals.</p> <p>Implementing continuous professional development, support through GEQIP.</p> <p>It is not uncommon for managers to tell us that we are empowered but not explain what they mean by empowerment.</p> <p>Managers should make themselves clear about what they mean by empowerment.</p>	<p>Principals lack skills and knowledge of leadership.</p> <p>Principals are paid less salary than some teachers due to unfair guide lines</p> <p>Inadequate resources in general were also heightened as one of the challenges that affected a majority of principals.</p> <p>It is obvious that there are many schools which do not have instructional materials Plasma, furniture and reference books to mention some. There is unnecessary interference with the day today running of the school</p> <p>Some supervisors and officials are tending to intimidate and reshuffle of principals</p>	<p>There should be attitudinal shift towards the role of instructional leadership.</p> <p>Sustainable capacity building programmes are very important to develop principals confidence</p> <p>Develop a career structure where advancement and salary are dependent on good quality of performance</p> <p>Provide schools with efficient budget management system</p>
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P4	<p>Principals need to be clear with missions and visions of the school</p> <p>Skills and knowledge development programmes are basic requirements</p>	<p>We try to perform strictly keeping the rules and regulations to minimise risks,</p> <p>We have good communication with external stakeholders</p> <p>There is unreasonable accountability demands: “You are responsible for everything that happens in your building, yet in many cases, even in those buildings</p>	<p>The only opportunity that principals have is classroom management.</p>	<p>No motivating incentives and adequate training for principals</p> <p>The impact of socio-political influences such as frequent interference by some top leaders</p> <p>One of the challenges we face is poor funding that resulted in a major problem of principals’ leadership ineffectiveness. Not only has this but also lacked of availability of the allocated funds directly to the principals to run the schools when needed appear also as problem. Some supervisors and officials tend to intimidate and promoting or encouraging unnecessary reshuffle of principals.</p>	<p>Improvements are required in the deployment, utilization, compensation, and conditions of service for principals.</p> <p>Strategies to encourage people with appropriate academic qualifications to enter the principalship profession and enter an instructional leadership programme at a later stage of their careers should be developed.</p> <p>Strong work relationships also enhance the feelings of empowerment. Employees experience more empowerment when they have more sociopolitical support from subordinates, peers, superiors and even</p>
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		that have site-based management, you don't control the factors that can impact your school." The factors identified by this principal as beyond his control included students' home environments, families' socioeconomic status etc...,			customers. That is, some of interviewed head principals suggested about how they had always felt assertive, but that it took a certain kind of support from their peers and superintendents to bring out their assertiveness.
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P5	<p>Principals need clearly defined job description to avoid non-value adding duties</p> <p>Objective recruitment and selection criteria are needed.</p> <p>To encourage professionalisation of teaching bureaucratic control should be discouraged.</p>	Performs with frustration	Rare support from superior	<p>Principals lack confidence on their responsibility</p> <p>Lack of commitment of school board members</p> <p>I dare say all us feel that our salary is not fair as compared to some senior teachers' salary.</p> <p>Unnecessary interference with the day today running of the school is common.</p> <p>Some supervisors and officials tend to intimidate and promoting or encouraging unnecessary reshuffle of principals.</p> <p>Another important finding was that some managers lack the courage to genuinely empower their people. These managers are afraid they will lose control if they genuinely empower employees. Managers worry that principals will make mistakes.</p>	<p>The inability of school board obstructs principals' performance so that this situation should be reversed through trainings and seminars,</p> <p>Develop strategies for the systematic recruitment of potential teachers.</p> <p>No recognition for principals good performance</p> <p>Some responsibilities are delegated without authorities.</p> <p>Narrow spans of control between management and principals; less access to information about the mission and performance of the organization; absence of rewards based on individual performance; role clarity,</p>
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				<p>They assume themselves as source of the best ideas. These concerns are especially strong for managers who have spent significant time in command and control bureaucracies. Sharing power, setting clear limits and building relationships are important.</p>	<p>enriching job characteristics, and supportive organizational cultures where principals feel valued and affirmed are not in place.</p>
P6	<p>Clear working manuals and guidelines very important</p>	<p>Practice team working (rarely) are leadership</p>	<p>The only prospect that we hope is universities' support.</p>	<p>Unwillingness of school board to make decisions as requested by principals.</p>	<p>Provide principals with better resources for good teaching.</p>

## APPENDIX J: SUMMARY OF OCPTPSD's/MANAGERS' INTERVIEW RESPONSES

Participants	THEMES OF MANAGERS' RESPONSES				
	First steps to advance principals' profession	Leadership behaviours that principals exhibit	Promising strategies to empower principals	Barriers to empower principals	Measures taken to overcome barriers to empower principals
M1	<p>Principals assignment should be based on merits</p> <p>Autonomous right to decide and administer school budget, to hire and fire their teachers and other personnel</p>	<p>Some principals are not decision makers or they lack confidence</p> <p>Some principals hesitate to take action</p>	<p>Upgrading their level of education to have MA degree</p>	<p>Responsibilities are given without authorities no full delegation</p> <p>Principals are not committed for their profession due to lack of authority.</p> <p>Lack of skills and knowledge of principals</p>	<p>Each stakeholder of the schools should be clear about the roles and responsibilities of secondary school principals in order to provide the required supervision support.</p> <p>Provision of flexible consulting services on range of instructional and leadership issues.</p>

M2	<p>There should be clear and objective selection criteria</p> <p>Induction training is important</p>	<p>They give more emphasis for administrative issues than instructional activities</p> <p>Some principals try to participate school community in decisions</p>	<p>Continuous monitoring and evaluation</p>	<p>Principals are paid less salary than some teachers due to unfair guide lines</p> <p>Some principals are assigned with no the minimum qualification and relevant work experiences</p>	<p>Objective recruitment and selection criteria for principalship position should be in place</p>
M3	<p>Payment should be based on performance,</p> <p>Political nomination should be discouraged</p>	<p>Principals prepare school plans and try to accomplish it</p> <p>Some principals use shared leadership</p>	<p>Providing short trainings</p>	<p>No recognition for principals good performance</p> <p>Many principals do not regard their salary as a sufficient compensation for the amount of work they are expected to do.</p>	

				Unwillingness of school board to make decisions as requested by principals.	
M4	Assignment must be based on interest  Work experience should be considered for assignment	Many of the principals are not motivated to develop their capacity by themselves rather waiting for superintendents.	They may get support from woreda office	Lack of commitment of school committee members	Most principals had no any role over which teachers were employed in their schools. Principals in the region reported that they had no or little influence on their school decisions.
M5	Manuals and guidelines should be provided	some principals are unable to participate others	Principals standards are available	Lack of commitment of school committee members	Efforts should be exerted on encouraging the participation of school board and other

					committee members to have active involvement in the management of schools.
M6	Principals should be autonomous and accountable for their responsibility Principals job should be clearly defined	Some principals hesitate to take actions	No promising strategy is available.	Principals lack confidence on their responsibility principals' leadership ineffectiveness Objective recruitment and selection criteria for principalship position should be in place. This is important to reduce dissatisfaction and frequent turnover of principals	OCPTPSD/or supervisors need to provide time and resources to support instructional leadership: "If we identify instructional leadership as priorities we need to ensure that we support principals adequately" said one of the manager participants.
M7	There should be sustainable capacity development strategy Objective recruitment and	some principals are unable to participate others	Upgrading their level of education to have MA degree	Frequent interference by top leaders is a challenge	Work conditions refer to the amount of work principals and vice-

	selection criteria should be used so that competent principals are assigned			These data suggest that OCPTPSD and principals have quite different perspectives about the extent of supervision to be provided.	principals do, the remuneration they receive for their work, and the support they receive from the community for their work.
M8	Need based training should be in place Induction trainings are important	They give more emphasis for administrative issues than instructional activities	Access to support Provision of manuals and procedures	No motivating incentives and adequate training for principals Lack of commitment of school committee members	If congested task assignments and responsibilities significantly distract from instructional leadership duties, each educational manager should take corrective action not to interfere in the principals' role performance.
M9	Volunteers should be assigned	Principals engaged in routine activities They do not have confidence on their	Upgrading their level of education to have MA degree		Provide principals with better resources to perform their instructional leadership role effectively.



		responsibility			
M10	Principals assignment should be based on merits There should be clear and objective selection criteria	Some principals try to participate school community in decisions Lack of skills and knowledge	Upgrading their level of education to have MA degree Supervisors support	Besides the rules and regulations of school's budget administration, the influence of school boards is serious challenge to access and utilise the allocated finance on time.`	True budgeting and accounting system need to be put into place.
M11	Induction training is important Payment should be based on performance	Many of the principals are not motivated to develop their capacity by themselves rather waiting from superintendents.	Continuous monitoring and evaluation Provision of established principals' standards	Principals lack confidence to make decisions on their instructional leadership responsibilities, harassment and intimidation	
M12	Political nomination of school leaders should be discouraged. In order to develop trust on	Principals prepare plans and try to achieve results	Continuous monitoring and evaluation	OCPTPSD reported that schools face shortage of resources.	As far as my knowledge is concerned there is a genuine guideline named

	school community, principals assignment must be based on merit and interest	Some principals exercise shared leadership	Minimum teaching load	Although few principals have some preparation for this position of new responsibilities, many principals are left with necessary skills and knowledge gaps. The participants reported that there is a genuine guideline identified as No.43/2001 to select and assign principals though other experts said it was not functional.	by No.43/2001 to select and assign principals. However, some principals complain that principals are not assigned based on the established criteria. Therefore, I strongly believed that principals' selection and assignment should be based on transparent and objectively stated criteria to have competent principals. Political affiliations should not be criteria to assign principals.
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## CURRICULUM VITAE

MISGANAW ALENE TSEGAYE

University of Gondar

E-mail: [misgealne@gmail.com](mailto:misgealne@gmail.com)

Tel Phone: 0918 47 38 35

**OBJECTIVE:** Obsessed with exploring the opportunities for enriching and standardising innovative approaches in educational Leadership and Management by using Information Technology.

### **Educational Qualification:**

S.No.	Qualification	Subjects	Institution/University	Year
1	Asst. Prof.	Educational Leadership and Management	University of Gondar	2014
2	Ph.D. Candidate	Educational Leadership and Management	UNISA	From 2014- to date
3	Higher Diploma	Teaching Methodology	University of Gondar	2011
4	M. A.	Educational Administration	Addis Ababa University	2003
5	B.A.	Educational Administration	Addis Ababa University	1993
6	Diploma	General Agriculture	Awassa College of Agriculture	1986
7	Certificate	Teachers Training	Bahir-Dar T.T.C.	1982

### **Work Experience:**

S.No.	Designation	Organization/Institute	Subject Taught	Year
1	Asst. Prof.	University of Gondar	Educational planning & Management, Educational Leadership, Performance Management, Adult and Non-	Oct. 2014-till date

			formal education, Economics of Education	
2	Lecturer	University of Gondar	Introduction to educational planning & Management, educational Leadership, Performance Management, Adult and Non-formal education, economics of education	April 2010-till date
3	Trainer	USAID-IQPEP, & WASH (Benshangul Gumuz)	Quality Education Assurance, Teaching Methods and Action Research	April 2012-till June, 2012
4	Consultant & Trainer	Amhara Management Institute,	Academic Quality Management & quality Assurance, BPR, BSC, HRM, Customer Service, Civil-Service Reform Programs,	Feb, 2005 to March 2010
5	Team Leader for HRM & Customer Service Team	Amhara Region Capacity Building Bureau	Short Trainings on various fields of Reform Programs	Sept 2003 to Jan 2005
6	Head, department of Education	Amhara Region, South Gondar Adm. Zone		Sept. 1996 to Sept. 2001
7	Senior Secondary School Principal	Nefas-Mewcha /South Gondar zone, ARSE		Nov. 1993 to August 1996
8	Teacher	Merawi S/S/School, Dil-Yibza P/ School	Agriculture & Natural sciences	Sept. 1982 to August 1984

#### **ACTIVITIES ACROSS THE INSTITUTIONS/UNIVERSITY**

- Conducted Research activities on education and the status of the Implementation of Civil Service Programs in the Amhara National Regional State
- Consulted Various Institutions to Implement New Reform Programs in the Amhara National Regional State.
- Delivered Trainings for officials and experts of different organisations in the region
- Delivered Trainings for instructors, teachers and experts of different higher education institutions in the Amhara and Benshangul-Gumuz National regional States.

#### **SHORT TERM TRAININGS AND WORKSHOPS:**

S.No.	Topic	Duration	Venue	Year
1	Curriculum Harmonisation	7 days	MoE , A.A.	2014
2	Resource Mobilization	2 days	University of Gondar	2012
3	Leadership & Management Capacity Development LMCD-EHT (NPT 272)	4 days	UOG	2012
4	Pedagogical Skill	2 days	UOG	2010
5	HIV and AIDS Mainstreaming workshop	3 days	UOG	2010
6	School Improvement Program and ICT for Education Utilization	10 days	MOE/Addis Ababa	2006
7	Training of Trainers (TOT)	5 days	AMI/Bahir-Dar	2006
8	Total Quality Management	12 days	EMI/Debre-Zeit	2005
9	Customer Service	5 days	EMI/Debre-Zeit	2004
10	Management Development	25 Days	EMI/Debre-Zeit	1999

Professional Activities:

1. Involved in TOR and action Plan preparation for different benchmark visit of UOG.
2. Involved in the preparation of Program Budget of UOG
3. Involved in module development
4. **Founder of M.A.programs** in the departments of educational Planning and Management, and Special Needs Education of Post Graduate Programs.
5. Member of University Senate of University of Gondar (UOG)
6. Chair Person of Academic Unit Council of school of education.
7. Member of the Core Team **of Modularization of UOG.**

Professional Interest

1. Research in the area of education
2. Organising Short Term Trainings

Personal Details:

Sex: Male  
Date of Birth: 03/03/1962  
Marital Status: Married  
Nationality: Ethiopian



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